

Break

Where there's power there's politics

"We foresee a lively period of activity by all concerned" (Taylor Report)
The following correspondence from the future arrived through our window, attached to a brick.

(6) Headmaster of Watergate School to Chief Education Officer, October 1, 1978.

Dear Mr H.—The election of teacher governors at Watergate Secondary School yesterday was a farce. All five teacher places were taken by the minority associations. They called the meeting when several of my members were at a seminar we are running on disputes.

Incidentally, Mr B, is among those supplied. You will recall the circumstances in which he left his last school and the stand my members were forced to take then. Now you know me well enough to understand that the present upset is a temporary set-back. The wishes of the majority of teachers are not to be flouted in this way.

Accordingly, I have instructed my members that they are not bound by decisions made by unrepresentative cliques, however constituted.

(2) Headmaster of Watergate School to Chief Education Officer, September 25, 1978

"... and so I return, refreshed by my vacation course in Greece."

By the way, the election for teacher governors appears to have gone smoothly. I met Mr H. in the corridor. Usually he pins his head down and scuffles his feet when I pass by, but when I asked him how things had turned out, he looked close to a smile. Encouraging.

(3) Headmaster of Teacher Union A to Chief Education Officer, September 25, 1978

Dear Mr H.—You may like to know that the election for teacher governors at Watergate School was managed very satisfactorily. A word of warning though. Some teachers at the school, not members of my association, if say, seem to be preparing to cause trouble. The rules governing these elections are crystal clear, but a number of people do not appear to accept them.

(4) Chief Education Officer's note to Secretary, September 25, 1978

Please, reply to these letters, expressing confidence in the future, before the heat you are to have to bear that we are all reasonable people. Add something about it being the children that ultimately matter. The same letter will do for all three.

(5) Chairman of Watergate Governors to Chief Education Officer, October 1, 1978

Dear Mr H.—You will be surprised to hear from me, but I have got another job now, and my boy is at Watergate, in Mr B's class.

I was put up for Chairman and elected, with all the teachers and the other parent governors in support—except the head that is substituted.

We have set up three sub-committees. The one on curriculum has four teachers on it (to give professional weight) and ensure that the teachers in the school don't get pawky ideas about some sort of take-over) and three other members: one parent, one community member, and one political person. There could be a problem if it came to a vote, but I like to think that we are all reasonable people.

At Mr B's suggestion, the head is to act as an observer; so that should strengthen the professional side even more. The group is obviously keen to get on and has already fixed a series of special meetings.

The second sub-committee is for finance. One chairman, Mr L, is a lecturer somewhere and something is financial export apparently. He is worried that the continual delay in publishing the school probably has something to do with the way your staff are understanding the needs of the government in the rates support grants. I think I have the right. Anyway, he is preparing a list of questions he wants to put to you.

Then we have our "Aims" sub-committee. I am chairman of that. I am setting aside a full two-hour meeting to deal with the aims of education before getting down to our local ones. Has anything been written on this topic? If so, please sufficient copies to distribute to our governors.

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point. These discussions need experienced leadership, and I would think it prudent, if I may say so, for you to take the chair throughout.

(9) October 2, 1978. Chief Education Officer to Senior Inspector

"It is possible that Watergate School may need rather more space than your colleagues have thought it appropriate to give. Please look into this. I would like to think that I am not dealing with the affairs of this school single-handed."

(10) Local Inspector to Chief Education Officer, October 4, 1978

I have had a sharpish note about Watergate from the Senior Inspector. I have 30 schools to attend to, and each governing body meets twice a term and always wants me there. That's 180 evening meetings, not to mention special ones. I simply can't go on working five evenings a week like this.

(11) Chief Education Officer to Local Inspector, October 6, 1978

I have had a note from you, but I am not prepared to say what it said.

Incidentally, the head only on other occasions first governor's voice disturbed when, clearly, he rated. This was known to you. Freshly thinking that authority have acted more quickly.

(12) Headmaster of Watergate School to Chief Education Officer, October 12, 1978

Dear Mr H.—The telescope and black eye patch arrived safely, and I have already used them to good effect. This morning, the curriculum grant dropped in on me absurdly, asking me to integrate PE with home economics or some such rubbish. They were so intent that I was perfectly prepared to have a pancake race at Sports Day if that was what integrating home economics and PE was supposed to mean.

By the way, I warned you about the potentially disruptive effects of a certain clique in the governing body. This is all their doing, and I can't help thinking that the authority should have acted more surely.

(13) Letter to Chief Education Officer, signed by 10 heads of department at Watergate School, October 13, 1978

Dear Mr H.—I know you are, but I think you want that all goes well at Watergate School.

Incidentally, the head has been a little bit of a pain in the neck since he arrived. He has been a bit of a pain in the neck since he arrived. He has been a bit of a pain in the neck since he arrived.

While they were still mulling this little jest, I hunched into the head's office and the head's observer routine I had been practising. I clapped patch to eye and telescope to patch, levelled it at me briefly, and then hollered to the door in a passable whispering step, and was away before B could so much as raise a point of order. An uplifting experience. You were right about the cocked hat. I do not think it would have caused anything important. There is something appointments meeting this evening to confirm the hours of some excellent porters we have. Bearing in mind your remarks, I shall not bother to go. Even our distinguished Chairman can hardly hot this one!

I am away tomorrow, to speak on staff relations at a head's conference, so a free evening to polish up my remarks will be helpful. I really think that better days are ahead.

P.S. A frightful thought has struck me. I suppose that B and Co. have heard of Nelson? Otherwise, they will have missed the point.

(14) Chief Education Officer to Clerk of Watergate Governors, October 2, 1978

Dear Mr Y.—How very good to hear from you. I look forward to working with you again after that unfortunate gap. On the particular points you mention, those relating to finance and the aims of the school, may I make a suggestion?

You will not want to treat these matters superficially. One cannot separate money from the object in which it is to be spent, ie, finance from aims.

The government's proposal that, before setting in train any individual studies of the kind Mr L seems to be suggesting, it would be worth consulting the school probably has something to do with the way your staff are understanding the needs of the government in the rates support grants.

(15) Letter signed by five teachers at Watergate School to the Chief Education Officer, October 13, 1978

Sir.—We, the undersigned, hereby make formal complaint against the headmaster. He has lost control of himself and the school and, in our view, should be removed.

The circumstances are as follows:

This morning, we saw him to present our legitimate demands in the mat-

terial note to say that we had an alternative, but to confirm the appointment, but it was ruled out of order on Mr B's insistence.

Apparently, they know of a young man with excellent French who, owing to some misunderstanding with his previous school, is now out of a job. So they want him to be A. That seemed sensible, although it is listed on Miss J. But there can one be? If there is trouble, the fault seems to lie between the head and your inspector, and the governors may have to ask you to look into that.

(16) Local Inspector to Chief Education Officer, October 14, 1978

I have had a sharpish note about Watergate from the Senior Inspector. I have 30 schools to attend to, and each governing body meets twice a term and always wants me there. That's 180 evening meetings, not to mention special ones. I simply can't go on working five evenings a week like this.

(17) October 15, 1978. Headmaster to Chief Education Officer, October 15, 1978

Dear Mr H.—At an emergency meeting this morning, my executive considered the case of Miss J. As you know, Miss J has been a very active member of my association since her arrival here from overseas in 1970. Yesterday evening, the Watergate governors were flagrantly guilty of discrimination against her, and I have authority to proceed against them under the terms of the Employment Protection Act, Sex Discrimination Act, and Race Relations Act.

By the way, I warned you about the potentially disruptive effects of a certain clique in the governing body. This is all their doing, and I can't help thinking that the authority should have acted more surely.

(18) Letter to Chief Education Officer, signed by 10 heads of department at Watergate School, October 16, 1978

Dear Mr H.—I know you are, but I think you want that all goes well at Watergate School.

Incidentally, the head has been a little bit of a pain in the neck since he arrived. He has been a bit of a pain in the neck since he arrived.

While they were still mulling this little jest, I hunched into the head's office and the head's observer routine I had been practising. I clapped patch to eye and telescope to patch, levelled it at me briefly, and then hollered to the door in a passable whispering step, and was away before B could so much as raise a point of order.

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P.S. A frightful thought has struck me. I suppose that B and Co. have heard of Nelson? Otherwise, they will have missed the point.

(19) Chief Education Officer to Clerk of Watergate Governors, October 17, 1978

Dear Mr Y.—Thank you for the document on output budgeting. I have called a special meeting to discuss this, the people's demand seem to be getting full.

The government's proposal that,

an interesting aspect of the whole, it is all the same.

PS. A frightful thought has struck me. I suppose that B and Co. have heard of Nelson? Otherwise, they will have missed the point.

(20) Letter signed by five teachers at Watergate School to the Chief Education Officer, October 18, 1978

Sir.—We, the undersigned, hereby make formal complaint against the headmaster. He has lost control of himself and the school and, in our view, should be removed.

The circumstances are as follows:

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(21) Local Inspector to Chief Education Officer, October 19, 1978

I have had a sharpish note about Watergate from the Senior Inspector. I have 30 schools to attend to, and each governing body meets twice a term and always wants me there. That's 180 evening meetings, not to mention special ones. I simply can't go on working five evenings a week like this.

(22) Letter to Chief Education Officer, signed by 10 heads of department at Watergate School, October 20, 1978

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(23) Letter signed by five teachers at Watergate School to the Chief Education Officer, October 21, 1978

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(24) Headmaster to Chief Education Officer, October 22, 1978

I have had a sharpish note about



EDUCATIONAL SUPPLEMENT
New Printing House Square, London WC1X 8EZ Telephone 01-837 1234

A policy for building

The great book published by the DES this week as a consultative document under the *Study of School Building* (page 3) attempts to clear the ground for agreements on an agreed strategy on capital spending on primary and secondary schools between now and 1988. This is an ambitious and eminently worthwhile aim. It shows that during the gloomy years since the building programme collapsed, the DES architect and buildings branch and their opposite numbers in the Welsh Office have been far from idle. They have been working on a 10 per cent sample survey of all existing schools and a series of design case studies, from which they have calculated the cost of bringing all schools up in what they define as an acceptable standard. The bill comes in £1.5 billion—a figure which has to be set alongside the paltry £127m allocated to improvement (and secondary reorganization) between now and 1981. They therefore offer Ministers some priorities to follow, or, costed in a still hefty £650m over 10 years.

The suggestions include such sensible proposals as: concentrate resources where the deficiencies are most serious; give disadvantaged areas priority for nursery provision; complete secondary reorganization; use the space released by falling rolls to bring existing schools up to standard through renovation and remodelling programme; make better educational use of redundant accommodation (or especially in the case of temporary buildings); take it on of us together.

Education has an excellent case to make out for using the decline in pupil numbers as an opportunity to make a real improvement in the quality of school buildings. But other public services will be quick to point out that fewer pupils

should in any case mean that the present stock of buildings will become less overused, even without spending large sums of new money. The priorities set down in this consultative paper are fine within the educational community, but the important choices will be those between education and health and housing, and read with this in mind, *A Study of School Building* may not be wholly convincing.

What it does bring out, however,

is a serious doubt about the stand

ard which it proposes to apply as

a measure of adequate provision.

It points out that between 1953 and

1968 new schools were providing

about 40 sq ft of accommodation

for each primary child and 70 sq ft

for secondary. This has since been eroded. The report suggests that

in the past year or two schools

have been built which fall just below the statutory minimum standards.

If so, this is a minor scandal which

needs immediate investigation. It is

important to question how the

assumption that the 40/70 sq ft

standard is acceptable has led to

the 1980s, and by inference, for schools

which will be worked well into the

next century. Unless, of course,

we accept that British physical

standards of school building are

to be right at the bottom of the

European league. A table provided

in the consultative document shows

western European countries pro-

viding a small area of teaching

space per primary pupil. Denmark provides three times as much

Belgium, Finland, Norway and

Sweden all provide twice as much

The time has come to stop being

smeared about British school building

and ask if it is possible to set a

high priority on standards and

accepting high standards in school

building also.

Sheep and scapegoats

It is ironic that the Bathbury mixed ability project (page 5—a pioneering effort of “school based research”—has ended up as a psychometrician’s delight of computerized scattergrams and covariance scores, with the voices of teachers somewhat excluded. But the results get us far as anyone is likely to be in coming up with the outcomes of mixed ability and streamlined groups.

The short answer is that mixed ability makes very little difference to the academic performance in the first two years of secondary school. Other factors—primary schools, families, teachers’ ability—matter more. It even turns out that the same kinds of pupils—say, unassimilated ones, who are growing fast—do badly in both systems.

But mixed ability does seem favourably to effect the range of children’s friendships and their attitudes to themselves, each other and the school. Here, the instinct of many teachers that mixed ability supports important social aims seems to be borne out by evidence.

It would be nice to think this result might now be generally accepted, and the mixed ability debate might move on to specific problems and play off at different organizational styles—streaming, banding, setting—that now tend to be arbitrarily divided into two clear camps.

There will soon be much more evidence to fuel the discussion. An HMI study of mixed ability should be published early next year. And the big NFER project—which is now attempting to make comparisons—will soon produce interim results, based on the views and experience of a great many teachers.

School and work

A report from the Organization of Economic Cooperation and Development, adopted by representatives of member governments in Paris last week, adds another voice to those demanding more action by governments, educational authorities and industry on the transition from school to work. Like similar documents from the Common Market ministers and from the EEC Commission it emphasizes the urgent need for coordination of education and employment policies. It goes a long way towards accepting that unemployment, and especially youth unemployment, is rising because of structural changes. Put another way, this amounts to saying that when the recession ends there will still be a higher level of unemployment than the developed countries had become used to in the sixties.

The OECD Working Party had no new suggestions in offer, and because their document is written in that special brand of mush-mallow of European English

End academic dominance

Len Murray, General Secretary of the TUC issued this statement in response to last week's leader. "A way through the wood"

Sir—I am glad that the *Times Educational Supplement* has added its voice to the growing call for the establishment of comprehensive educational provision for the 16-19 age group, and the paper is right to argue that such provision must be a coordinated effort on the part of the education, employment and training services. A coherent strategy for the needs of the whole young person must start with the work of the schools. All our young people need in their education an element which is an unconscious preparation for working life, including aspects of work experience and introduction to the basic political and economic ideas and language of our industrial society. This means reshaping the traditional curriculum and reforming the examination system.

Young people from working-class homes must be given financial assistance to remain in full-time education beyond 16. The so-called “end on school” approach that largely dominates further education must also be challenged, for it restricts entry to those who succeed in academic trials at school and puts significant obstacles in the way of those whose success is in their work and in serving the community.

It is important to question how the assumption that the 40/70 sq ft

standard is acceptable has led to the 1980s, and by inference, for schools which will be worked well into the next century. Unless, of course,

we accept that British physical standards of school building are to be right at the bottom of the European league. A table provided

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Letters to the Editor

Narrow job training means redundancy

Sir—Yourself wholeheartedly endorses the TES call for a major public enquiry into provision for the 16 to 19-year-old age group. Such an inquiry is long overdue. It is now 10 years since the 1971 Committee on Juvenile Education called for an overall plan for all those up to and including 18. It is now 14 years since the Newson Report renewed that commitment.

During those 14 years there has been fragmentation, duplication and confusion. We have maintained an entirely false distinction between “education” and “training”, which reflects a division of government rather than a division in the real world. Resources have been concentrated on university students and the over-16s, and now the Manpower Services Commission’s new programme will provide (hopefully) for those at the bottom end of the scale, and not for those in between there is precious little.

There are policies for “education”, for “training”, for “social welfare”, for “employment” and now for “unemployment”. They are controlled and administered through a wide network of agencies—MSC, leas, DfSS, etc. Nevertheless, nobody is actually responsible for 16 to 18-year-olds.

Until 16 years ago you are the responsible for your own responsibility.

In between (even if you drift around the country) you are no one’s responsibility.

What is required is a new sense of purpose, a new definition of objective and an overall view of the whole range of provision for 16-19 year olds. The organization of secondary education must now virtually complete. The task of post-compulsory education must now be looked again at the Bumthorn model, which makes cooperation and competition so difficult. There are those who argue that young people actually benefit from a wide breadth of general education to provide a broad basis of transferable skills. The years 16-18 should be regarded as preparing young people for a pattern of recurrent education and training throughout life.

Three issues are fundamental:

• Extending the age of compulsory

education has failed in the past, and

designed to mean as many things to as many people as possible such as meaning as there is to it has to be found between the lines. But they also publish a survey of the pockets now being pursued as a selection of western countries which help to place British developments in a wider context. The OECD

emphasizes links in interest in measures to improve the transition from education to work, with concern for the more effective use in employment of what they describe as “the educative and training levels

of unemployment, and especially youth unemployment, is rising because of structural changes. Put another way, this amounts to saying that when the recession ends there will still be a higher level of unemployment than the developed countries had become used to in the sixties.

The OECD Working Party had no new suggestions in offer, and because their document is written in that special brand of mush-mallow of European English

Labour call for ban on corporal punishment

by Mark Vaughan

This was why the TUC initiated the Schools Council Industry Project as a means of providing a sound basis for understanding working life—although it needs more resources, if it is to begin in being about the necessary curriculum changes. The TUC is still pressing for the early introduction of the Certificate of Extended Education which would provide an opportunity for 16-year-olds who want to remain in full-time education in gainful occupation for their work. I am grateful that the TES has already given extensive coverage to the TUC’s campaign for mandatory educational maintenance allowances.

The lack of appropriate powers of the Schools Council Industry Project towards meeting the needs of young people is being addressed by the TUC. There are, in the view of the TUC, opportunities for the introduction of corporal punishment in all schools and for all pupils. It would be banned “immediately” in special schools, then in primaries.

On Wednesday the national executive told Mrs Shirley Williams that complete abolition is now official Labour Party policy.

Unfortunately, the TUC’s approach to higher education to make significant improvements for the unemployed has apparently fallen on deaf ears, with the universities preferring to wait until their own financial market declines as the number of 18-year-olds falls in the 1980s.

The needs of young workers, however, are the centre of the TUC’s concern. Pressure from the TUC for the universal provision of education and training for young workers was a major factor in the Government decision to introduce its small, but important, pilot scheme of unified educational preparation—but employers have done their best to run the scheme into the ground.

Similarly, the TUC’s hope that “Parliamentary difficulties” might delay legislation to abolish corporal punishment in all schools is misguided. The executive meeting recognized that “Parliamentary difficulties” might delay legislation to abolish corporal punishment in all schools, but primary schools should come first on the agenda.

Mrs Williams should begin discussions with interested organizations about phasing in of the ban on corporal punishment in secondary schools.

In the meantime, it would be for local education authorities to be encouraged to make sure that their schools adhere more rigorously to the rules concerning the administration of corporal punishment.

Mrs Williams wants local authorities to implement the Uclan Aid scheme which are currently being piloted in deprived areas. The executive meeting recommended that “extra money for teacher training should be obtained by amending the budget for this year.”

Employ 1,000 more teachers in schools in deprived areas. The Chancellor, Mr Healey, announced £45m for this in the budget last month.

Employ 6,000 extra teachers to prevent a decline in staffing numbers. An allowance for extra teachers in schools will be increased by 2.5 per cent. Extra teachers will be employed in schools in deprived areas.

Introduce induction schemes by 1980, and staff to give prioritized induction training to all teachers.

Expand in-service training by employing an extra 1,000 teachers to allow staff to attend courses.

Adult children in nursery classes and schools again. The nursery building programme will be continued.

Increase spending on books material and non-teaching staff. The settlement allows for a two per cent growth in non-teaching

staff. Further education will also get a 1 per cent rise in non-teaching costs. This coupled with the extra money for school books etc will allow for extra teachers and students educated in their areas, but who live elsewhere. One part will come through an inter-authority scheme and the other through the rate support grant itself. This practice

would now end.

The aim of the settlement was to keep rate rises down to single figures. Overall, authorities should have no cause to cut back on services to ratepayers or to levy large rate increases."

Rate support grant settlement

Cash deal opens up 7,600 more jobs

An extra 7,600 teaching jobs will be created and 3,700 jobs saved next year if local authorities spend the money allocated to central Government for education.

Mrs Shirley Williams, Education Secretary, said last week that the money allocated by the Council of Education Authorities to each authority to meet the rate support grant settlement should make it possible, if local authorities increase their spending, to increase the number of teaching posts by 7,600.

At the moment she cannot prevent year authorities from spending the money on things like telephones for the elderly, meals on wheels, tree planting or keeping the rates down.

Allotments may have made

local authorities to be strict in their spending, but the money allocated to them is not enough to meet their current expenditure.

The settlement would allow local authorities to preserve staffing standards in schools, increase in-service training, start the induction programme for new teachers and help the young unemployed and reflect on nursery education.

The specific measures which Mrs Williams wants local authorities to implement for schools are:

• Employ 1,000 more teachers in schools in deprived areas. The Chancellor, Mr Healey, announced £45m for this in the budget last month.

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About 36,000 teachers are expected to move on to the market next summer from training courses. Retirements and wastage from the profession will cover increases in costs.

Small increases in expenditure on the youth service, local libraries

and museums and art galleries, and on inspection and administration have also been allowed for in estimating the grant.

Education’s share of the construction package announced by Mr Healey last month is an allowance of £26m in 1978-79.

This will mean a

There is some comfort for the education service in the rate support grant for 1978-79.

The settlement reflects work done during the past year to refine expenditure forecasting in the light of falling rolls. Hence, spending on schools was treated almost entirely as pupil-related so that if the number of pupils declined, fewer teachers were needed and expenditure on teaching materials per capita allowances could be less without reducing standards.

Experience has shown that this pro rata reduction in education expenditure has had undesirable effects. Most primary schools have had to lose teachers and this has led to more mixed age group classes and difficulties in specialist subjects, such as music. Reductions in per capita allocations have limited the head's flexibility to purchase large items of equipment or to revise schemes of work.

There is some recognition of

those difficulties in the new rate support grant which allows for the retention of 3,700 teachers in spite

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Most authorities have been forced to reduce spending on non-teaching

and other areas of the service are also under pressure, but least the further education, careers, youth and community services. The size

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Leaves face additional expense to meet their responsibilities under recent legislation such as the Health and Safety at Work Act, the Handicapped Persons Act, the Employment Protection Act and legislation consolidating the rights of trade unions. Councils have to ensure that all premises and equipment are safe and this will require replacing or improving some equipment. Staff will have to be leased to act as safety or trade union representatives.

The overall picture is therefore that, despite easement in the settle- ment, Leas still face a desperately tight situation. The grant maintained at 61 per cent of relevant expenditure but a lot still hangs on the rate of inflation and safety and wage awards yet to be decided.

The Government has asked councils to keep their increases in rates to single figures if at all possible. This will be slightly difficult with an continued restriction on expenditure, especially for those councils against whom the grant distribution formula operates. The average rise may be nearer 12 per cent.

Beyond this, councils may be unable to set aside their own priorities in favour of those identified in the settlement because of the consciousness of the nation in education. Since then the Green Paper has put forward a kaleidoscope of ideas of differing weights and value, with some inherent contradictions, some clearly defined and others only vaguely sketched.

These will in any case need to be considered alongside the Taylor Report, the forthcoming reports of the Warwick and Oakes Committees and, not least, the Holland Report and initiatives emerging from Brussels. There is much blowing of

wind from chaff still to be done in the more from Green in White Paper.

The author is director of research for Councillors.

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Rupert Aitken looks beyond last week's crucial rate support grant decision

Crumbs today, jam tomorrow?

Costs in the past three years in order to protect teaching. Standards have been reduced in, for example, maintenance, transport and ancillary staff.

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Experience has shown that this pro rata reduction in education expenditure has had undesirable effects. Most primary schools have had to lose teachers and this has led to more mixed age group classes and difficulties in specialist subjects, such as music. Reductions in per capita allocations have limited the head's flexibility to purchase large items of equipment or to revise schemes of work.

There is some recognition of those difficulties in the new rate support grant which allows for the retention of 3,700 teachers in spite

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training programmes to be expanded and to improve staffing in poor areas, will give more flexibility to authorities in handling the staffing situation resulting from falling rolls.

The position on non-teaching costs is less satisfactory. There are many costs which are now increasing as the large age groups burn in the 1960s leave school. The high incidence of unemployment among school leavers (as high as 20.2 per cent in some areas) will add to this pressure. The main initiatives taken by the Government, although funded outside the education service through the Monower Services Commission, will also have their impact, because leavers will be involved in putting the Holland Report into practice, perhaps to the extent of carrying out half the programme on an agency basis.

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Now is the time for all good men . . .

Next month the curriculum debate will enter another phase with publication by the DES of a selection of papers on the 11 to 16 curriculum.

All the papers, which have been written by DMSs, will be discussion documents, rather than press releases, but it is likely that none will be the subject of such intense discussion as the one on political education.

The two history inspectors who wrote it have been busy sounding out opinion. To further the debate, we print the full text below.

The first surprise is that political education should appear at all among the first batch of subjects put up for discussion. Not only is it rare for it to appear on the school timetable at all, but there is considerable controversy as to whether

... to stop being coy about political education

The HMI's paper says:

Although the idea of political education is suspect to many people, there are nevertheless less compelling reasons for asserting its importance in the 11 to 16 curriculum. It is, of course, already present in many subjects of the curriculum, in history, geography, economics, even English and religious education classes; work done under such headings as social and environmental studies is often concerned with issues that are political. So political education does not necessarily mean the addition of a new subject to the curriculum. But its importance to society requires a clearer definition of its objectives, and of the knowledge and skills and attitudes which are necessary to support it.

We are not always confident that classes called "politics" or "government" are sufficient to meet the requirements. Frequently they emphasize political machinery, usually limited to that of central and local government, or political philosophy, or the expense of real issues.

Some schools would argue that class teaching is less important than the development of school councils in helping pupils to develop political competence. We cannot deny this, but would be doubtful whether this experience alone transfers directly to make participation in society beyond the school more effective. However, it is true that political understanding for 11 to 16-year-old pupils is affected by more than classroom teaching. Everything that is formally included in the school part of its curriculum, schools as well as themselves, political institutions, in that they involve power and authority, participation, and the resolution of different opinions. Children's perception of these are arguably a strong influence in the development of their political attitudes.

There has always, of course, been a case, which has been accepted by many teachers, that one of the functions of the curriculum is to give young people an appreciation of the nature of government. Pressure to give this more emphasis in terms of understanding political behaviour has obviously given greater emphasis by the lowering of the voluntary age to 16. More than that, however, there is an increasingly democratic temper in our society. This recognises that, inevitably, in a society there will be diversity of objectives and, considerably disagreement as to how best to achieve them. One of the tasks of government is how best to resolve these differences.

A democratic society seeks to involve in this process of reconciling all points of view in such a way that they will all survive. However, since the enfranchisement of the majority and, in recent years, the rapidly increasing complexity of political decisions, often involving technical, scientific and economic considerations, the ability of individual citizens to understand, much less actively to influence the decisions of central government appears to be diminishing. Thus there has been a rapidly increasing pressure for participation in smaller, often local, units of decision-making—trade unions, factories, schools and pressure groups.

Parents are seeking, and claiming, their right to discuss and to choose. The school curriculum would be wise to recognise this and to increase the likelihood of responsible participation by providing it with knowledge and an informed understanding of the potential and the limitations, of the contribution of individuals to their own government.

Content

Content involves three areas. First there must be an understanding of the machinery, not only of central and local government, but also industrial relations, the education system and the contribution made by pressure groups.

Second it must include an understanding of issues over which the people disagree. Disagreement may be over goals (where are we going? what purpose would a given action serve?); over values (in what way should we act?); or over results (how should we do it?); or over results (was it the right outcome? the fairest? the best?). For young people aged 11 to 16, issues must be related

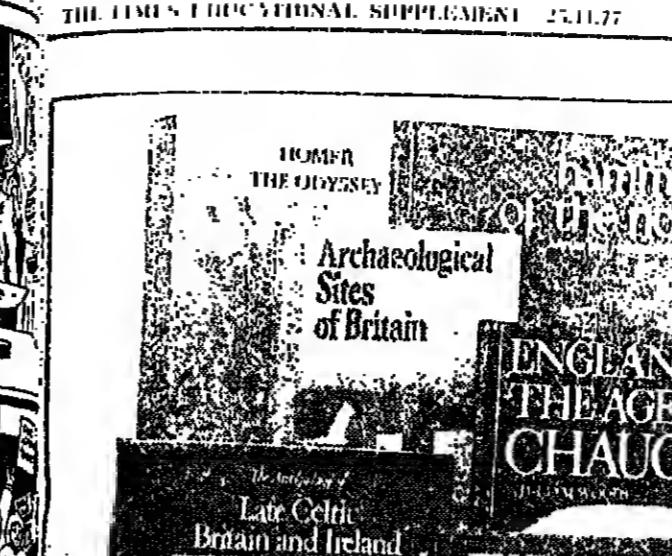
to their own lives and their future.

In fact, at first it was expected the paper on political competence would be postponed for later publication. But the climate has been changing. The Prime Minister has regretted the political alienation of youth. Mrs Shirley Williams has explained the importance of getting a basic knowledge of how government works into the curriculum, and Mr Norman St John-Stevens this week echoed her views. Recent activity aimed at the young by extreme right and left-wing groups raises the question of how far schools could or should counter this. A number

of voluntary organizations are now pushing to make their own contribution.

It is clearly time for some decisions to be made not just on whether, but how, the subject should be treated in the classroom. There are many danger areas. Where does political education end and indoctrination begin? Should teaching be based on issues and concepts rather than the dry facts of the traditional civics lesson? Do we want politics across the curriculum or a separate subject? Should pupils be taught to question and participate, as well as to understand? And what are the consequences for the school if they are?

All of these nettles are grasped in the inspectors' paper. The debate on political education in the curriculum can now be declared open.



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Final considerations

Those who claim that politics ought to kept out of (whatever it may be) are being pedantic for themselves where the line must be drawn. Some views and attitudes are arguably unacceptable in our democracy; racism, suppression of opinion, exploitation of the defenceless. These are anathema to most people in our society. Education which identifies the evils we must resist, and suggests how we may resist them, is quite proper and likely to command wide support.

What we have been saying in this section on attitudes is that it is not enough for political education to talk in terms of the virtues of democratic society. In addition, we must provide intellectual weapons to defend those who oppose it.

Skills

In order to develop these attitudes, certain skills and stances are necessary. They have much in common with those described in the paper on history: the ability to find evidence and evaluate it; to identify slanted interpretation and bias; the ability to understand and appreciate the predicaments and points of view of other people. These skills must be applied not only to texts, documents and political literature, but more particularly to the media—press, radio, television and the cinema.

Another important skill for people who will be drawn into decision-making is the ability to make a sound argument based on reason and logical thinking, must be in the heart of much political behaviour. These attitudes which seem to us to be necessary accompaniments to responsible political competence may go some way at least to reassuring those who are worried at the prospects of an increasingly politically literate population.

The attitude of political competence in a democracy is based above all on tolerance. By this we mean not only the acceptance, but also welcoming, of diversity in society. This means neither indulgence nor indifference. It can mean neutrality. If we recognise it as inactive, commitment, but commitment, nonetheless.

Curriculum

Although some schools offer politics as a subject for a timetable, or as a common arrangement, as with technology, politics can, in fact, be offered as a curriculum item without requiring it as a subject area or departmental organization, the place of politics in society.

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Out-of-work teacher fails to nail DES for errors in forecasting

The Ombudsman has cleared the Department of Education and Science of maladministration following an investigation into the case of a qualified teacher who complained he was unable to get a job. The teacher complained that the DES failed to take action to reduce the number of students recruited to colleges of education.

Having obtained a degree in 1975, the man enrolled at a college of education for a one-year post-graduate teacher training course. Since qualifying he had been unable to find employment as a teacher, fact which he blamed on excessive supply.

In order to extend his college the man resigned from his previous employer in which he had been employed for 29 years. He told the Ombudsman he was encouraged to do so by advertisements in local and national newspapers. He had since seen articles in newspapers and magazines which showed that the DES had statistics in 1971 from which they should have foreseen the reduction in demand for teachers. He said he was misled into a course of action which had caused him hardship and financial loss.

The Ombudsman, Sir Idwal Pugh, explained in his report published last week that he recognized that the ways in which the DES tried to achieve a reasonable balance between supply and demand were affected by political decisions taken by the government of the day, like those on public expenditure. It was not his function to question decisions of that kind.

The report details what happened when the DES was reviewing teacher training policy in 1972 and when the matter came before the Advisory Committee on Site Supply and Training of Teachers (ACSTT). The

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Jobs policy is all wrong, Government told

by Mark Jackson

A worldwide argument about the nature of youth unemployment threatens to become a serious challenge to the Government's whole economic philosophy. The issue is whether its policies will, in the end, cure young unemployment, or make it steadily worse.

The DES told him that the articles which the complainant saw and from which he deduced that they had had statistics in 1971 which should have foreseen a shortage of posts for trained teachers in 1976 used the same basic statistical information which the DES themselves had used in their 1972 review exercise.

But the writers of those articles had clearly used different assumptions about staffing standards and education facilities from those used by the DES, and had therefore drawn different conclusions from the same statistics.

The Ombudsman said he had found no grounds for criticising any of the publicity given by the DES for information for prospective entrants to the teaching profession and he had found nothing in that material which could have misled the complainant about his employment possibilities as a teacher. Nor did he consider there was any further specific information which the DES should have made available, either directly or indirectly, to the complainant at the time he applied for admission to his college of education.

This case, however, sold the Ombudsman, raised an important general point. The size of the teaching profession was such that variations in the estimated requirements which seemed small in percentage terms in fact could affect quite a large number of individuals.

It would not, he told a press conference, give evidence to the committee, set up by the Tories under Sir Frank Marshall, which is looking into the Greater London Council. It did not want to give credence to a "one party, one man" campaign, whose "efficiency must be prejudiced by its very narrow base".

But it did want to make public its stand before the Marshall Committee came up with proposals.

Mr Marshall was one city, not an amalgamation of boroughs, he told the press, and schools, colleges, adult education institutes and teachers' centres were built without regard to boundaries. The ILRA was often critical of its work, but it now dealt with fewer children than ever before.

Splitting up the ILRA would mean creating new bureaucracies (12, in fact) and new hierarchies. There would have to be a central organization handling higher funding to run support services. A break-up would not be cheaper to taxpayers in most boroughs.

The reasons given for doing away with the ILRA were administrative, financial and educational, said Sir Ashley. The administrative case—that the authority is too large and impersonal—came from the Auld report, or William Tyndale School. But there was no evidence to show that three of the grass roots did not make their views heard over Tyndale or that they were not listened to.

The difficulty there was in distinguishing between the different views. Administrative mistakes were made in doing so.

There were various reasons why the ILRA was more expensive to run than other authorities. London a year.

The study was commissioned as part of the research for the Holland programme for jobless school leavers. Its publication now is clearly intended to influence the attitude of local authorities and voluntary organizations towards the structure and control of community service projects under the new scheme.

The author, Mr Colin Bell, comes down strongly in favour of controlling all projects through "intermediary agencies" rather than leaving control to the individual sponsoring organization.

He does not make it clear, however, if this means that such agency should be part of the MSC—opposite area board or an independent local body.

Some of the 24 projects inspected were poorly conceived, he says, and functioned badly through lack of advice and information. Most of the serious problems might have been overcome, however, if arrangements to provide more information and to share experience had been built into the whole programme.

"We may legitimately expect from those reaching in our schools commitment to the Crown and Constitution," he said. "Loyalty to the monarch and our traditional liberties are not optional extras but an integral part of the value system which we may legitimately expect to be transmitted through our maintained schools system."

The report says that although the projects run through voluntary agencies were by no means perfect

Humiliation' of free meals

by Caroline Haydon

Free meals are not so enjoyable filling-to children who get free as they do in their own friends, says a report by the Child Poverty Action Group

their free school dinner numbers as they enter.

Mr Frank Field, director of the Child Poverty Action Group, says in his report that these and other practices have been outlawed by successive education secretaries. Local authorities have been asked to make sure that free school dinner children can no longer be identified. The drive had obviously not been successful enough.

We must move in a position where no child is made to feel poor or inferior just because his or her parents can only afford all the other disbursements. The drive will not be compensated by the increase in the numbers of children who are entitled to free meals because of higher eligible family costs.

Parents, it says, will be reluctant to take advantage of this improved benefit unless they can be sure their children will not be humiliated in front of their classmates. The group demands a three-point plan:

• Increasing the number of people in full-time education on the present basis school meals have been raised so that nearly one in five children can get their meals otherwise be spent on

• Type-side schools where poor children were given meal tickets each day in front of the class.

• A unified system of truant, vocational guidance to those who may not be in school.

A Kent school which issues orange tickets to those who may and everyone from the age of 16.

A South East London school which seems to drop the dining hall through a hole in the floor and have in full unit

The group does not claim that the survey is representative. The information was called in one hour few days after the DES announcement of the new eligibility limits, which put the income qualification up to £5.15. "So many victims practices can be uncovered in almost no time at all, it would suggest that the humiliation of poor children is occurring every day in

OU head calls for positive action on 'top-up' training

Why should so much be spent on initial education when it was no longer an adequate preparation for a whole term because of the rapid growth of new knowledge?

This was one of the questions asked by Sir Walter Perry, vice-chancellor of the Open University, at a four-day seminar on recurrent education this week. Set up by the Scottish Education Department and the Department of Education and Science, the seminar was held at Jordanhill College of Education, Glasgow.

Sir Walter Perry said there was a relatively cheap to teach by this method, provided there are large numbers taking the courses.

He admitted, however, that the Open University had learned also that its method did not work well with students under the age of 21, and not very well with those between 21 and 25. Its success was with students of 25 and above.

Perry seemed to have overaken the Scottish Education Department in respect of the setting up of a community education council in Scotland. Councillor George Fontaine, chairman of the Scottish Convention of Local Authorities, told the conference that it looked as if we were doing a great deal. He did not believe we were doing that at all.

We had not yet begun to study the real problems in the education and training lists, although we were devoting very large resources to expanding initial education after the end of compulsory schooling.

Sir Walter Perry admitted that it was terribly difficult to imagine how one could cut back or change the initial education programme in order to make room for a more effective recurrent education programme. We turned away from the difficulties we were not going to get anywhere.

The committee will be looking forward over the next 25 years to see any

practical implications of the changes in the social and environmental services will continue to grow as fast as it has done during the last 25 years. This is the future of voluntary organizations.

The Future of Voluntary Organizations, Report of the Wolfenden Committee, Croom Holm, 2-10 St John's Road, London SW1, £6.50, paperback £2.95.

Would it be possible, for example,

to devise a curriculum for the first two years of compulsory schooling which would allow pupils to begin to study for City and Guilds or other technical qualifications?

Would they have to be taken on by industrial companies two years before they left school? If that was feasible, would it help to involve some of the 14 and 15-year-olds in voluntary work?

Mr Fontaine said: Recurrent education must be given to structuring courses for disadvantaged groups in places and times and on subjects which were attractive and relevant to them.

Mr Fontaine said: Recurrent education must be concentrated on those who benefited from education the first time round and while it was no doubt satisfying for academics to provide high level services in pleasant surroundings within universities and FE colleges, this process must be reversed.

Call up volunteers—Wolfenden

Fast work

School leavers seem to be faster than expected the voluntary sector to help November come along to preschool children, single-parent families, the old and handicapped.

I hope to provide small sums so that promising developments which cannot be funded out of normal school funds do not founder for want of trivial amounts.

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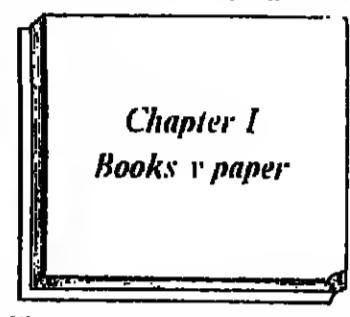
Why crisis is just around the corner

Please do not ask me to defend my educational grounds, the small number of books I intend to order for the first three years"—head of Englefield, Wiltshire comprehensive in his bid for capital this year.

TES reporters visited secondary schools in 13 authorities. Their strongest impression was that many teachers have developed an austerity mentality about buying books. Any idea of using books on a large scale for teaching must children is regarded as an unattainable luxury. It seems that, in poorly endowed schools, teachers have got so used to low standards that they no longer notice them.

This was not just true in curriculum areas where house-made resources can be as efficient and attractive (or otherwise) as textbooks. The shortage of books is affecting literature teaching, humanities and social studies.

The miserable capital bill quoted above was in fact doubled by the head. But in many cases, low bids are gratefully received. The austerity mentality showed up again and again.



"We saw the way textbooks were going up or three years ago, and invested heavily in repro equipment. Now, so long as we can afford paper, we're okay,"—head, Essex comprehensive.

Rising prices and declining quality have made teachers wary of ordering books. New books, they say, fall apart twice as quickly as they used to. Prices often rise substantially even between ordering the books and paying for them.

One Sunderland head did not allow staff to unpack new books before the invoice was in, however briefly they were needed. The price rise in the months between order and delivery, and delivery and invoice, could mean the department could no longer afford the books.

Fewer books mean more paper for house-made materials to fill the vacuum. Some schools board paper: one Buckinghamshire comprehensive held 2,000 reams for staff-produced materials, enough for 1,000 worksheets for every pupil.

A head of geography, Worcestershire recently inherited a stockroom with 3,000 exercise books—the department use was 250 a year.

Quite apart from these excesses, there are many indications that in the past few years, schools have been increasingly spending on paper rather than books.

It is very difficult to discover what secondary schools spend on books. Most authorities leave heads free to carry on capitalisation as they like. Many heads give the same freedom to their heads of departments.

There are enormous differences even between schools in the same authority. In Essex, for example (where they keep detailed records of spending), the proportion of capital spent on books in different secondaries varied from 42.4 per cent to 28.3 per cent last year. One school with 32.5 per cent of pupils over 15 spent £4.99 a head; another, with only 28 per cent, over £1.80.

A Leeds headmaster, Mr R. T. Spooner, did a survey of books spending in 18 Leeds comprehensives. In 1975-76 the proportion of capitalisation that went on books ranged from 33 per cent to a miserly 13.4 per cent.

In many places, the proportion of capital spent on books has been going down over the years. Seven-eighths of the 18 Leeds comprehensives spent proportionately less on books in 1975-76 than in 1974-75. In Strathclyde, secondary schools spent three times as much on books as on stationery in 1976-77; this year they are spending twice as much. Their books bill is down by £480,000, and their stationery bill up by £100,000.

Several of the schools we visited confirmed this trend. In one Buckinghamshire comprehensive, books

books are not the only resources hit by inflation. Prices of science and craft materials have risen much more steadily. We visited schools where craft departments were trying to run on £1 a head—the price of a small piece of metal or hardware.

This is a serious constraint on the work of schools, and one that needs public discussion at a time of gloom for the curriculum. In many areas, heads are being forced to make impossible choices between academic and practical resources.

The inquiry concentrated on secondary schools. Primary schools have suffered just as badly from capital cuts in many areas, and have been hit harder than secondaries by the cutbacks in libraries, described last week. But most of the administrators and advisers we talked to agreed that the books fuming was much more serious in secondary schools, and that the practices of some secondaries were exacerbating the effects of cuts.

Took 30 per cent of capital, and stationery 25 per cent five years ago. This year, stationery is up to 32 per cent, and books down to 24 per cent.

Of course, there are schools where book spending has held up. In Newcastle secondary schools, for example, average spending on books has risen in proportion to increases in capital. But in general, the trend seems to be for paper to increase its share at the expense of books.

It is an insidious process. Gradually teachers and pupils get used to doing without books. Then the diminished book supply becomes the experienced enough to know what they want and to implement changes successfully.

There is in doubt who gets the lion's share of the books going to GCE pupils. In most subjects, they obviously need textbooks on long loan, that can be taken home and used for private study, and general books in back-up. For younger pupils, and even sometimes GCE pupils, teachers must make do and mend.

Frequent GCE syllabus changes increase the toll taken by exams.

The head of physics in a Birmingham grammar school said their A-level syllabus was substantially revised last year, at very short notice.

Next year a new A-level course will bring new options, with over 21,000 in equipment for next year's sixth form. The department now uses virtually no books with pupils in the first four years.

A scientist in an Oldham comprehensive reckoned that a first year sixth-form syllabus needed 47 worth of books. Sixth-form capitalisation in Oldham (where capitalisation must cover all a school's administrative expenses including post and telephone) is now £22.34 a head.

Science is the subject that dates fastest—and recent changes, first to metric them to SI units, put two sets of books out of date in rapid succession. But teachers in every subject complained how syllabus changes eat up capital. In some schools, they were forced to choose the option that involved fewer books. The English department justified that pupils took the course half-term, so they could buy the books that needed only one set books rather than three.

Congressmen that are successfully building up D-level groups and sixth forms are particularly hit by exam pressures. A head of geography in Burnley said it cost £10 to fit up a pupil with books for A level (not including the high cost of other materials, such as Ordnance Survey maps). Last year they had 30 pupils doing O levels; this year, there are 130. Because capitalisation is £14.71 for 11-13s and £16.44 for 14-15s—and capitalisation has to cover all kinds of extra-curricular activities, such as Hereford and Worcestershire.

The lack in books, undeniably affects the ablest pupils most. "You can't say 'to die fast' children: 'Read this,'" said a scientist. But that is not the only consequence. Without books, a basic educational aim—shut all children should be encouraged to use and value books—is destroyed.

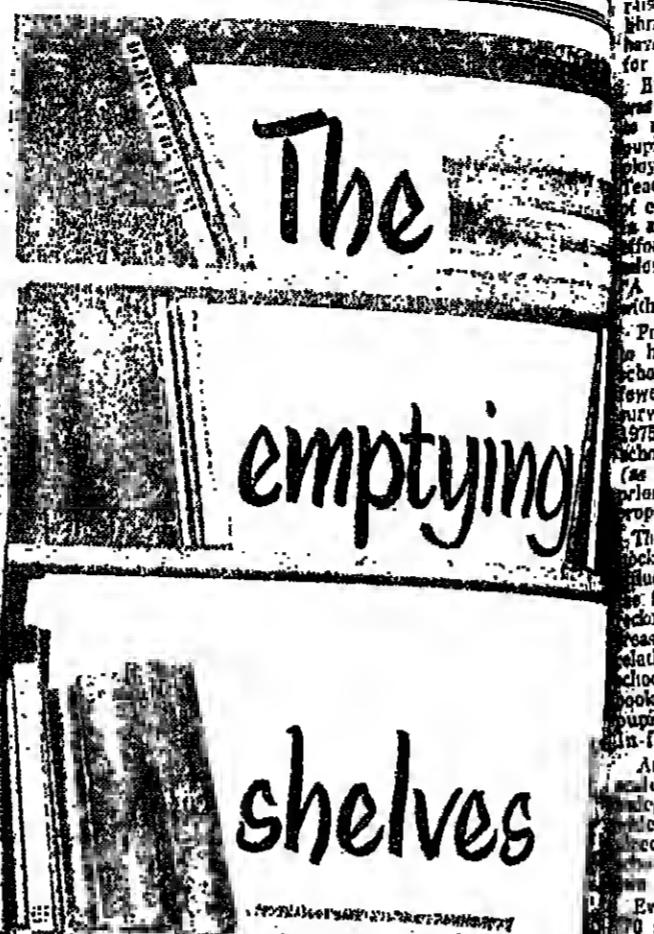
However many library periods are laid on and however much fully paperback fiction provided, the unmistakable message to children is the exciting and impressionable stage when they start secondary school is that books are not an important part of learning.

In a Gwent comprehensive, pupils in the first four years were sharing history books between two or even three—"obviously a very unhappy situation". They cannot take books home.

The head of department considers that a textbook for every child, providing basic course information, is "in educational terms probably essential, but from the practical and economic point of view (losses and costs) other than the fourth year up, it's probably not necessary."

A Barnsley head said: "We used to buy three sets of books if the classes needed them. Now we buy one—and the pupils are no longer issued with books for their own use."

Where capitalisation is low, the most modest requirements become unthinkable for younger children. "Since no one book is suitable for



Part 2: Last week we described how inflation, cost-changing methods are threatening the use of books in schools. This week, evidence from the classroom



"If we wanted to change the maths scheme through the school, it would take all our capitalisation for a year,"—deputy head, Warwickshire middle school.

Some departments heads cherish a long-term pipedream. They hope that one day they will be able to cash in their experience and improve their courses.

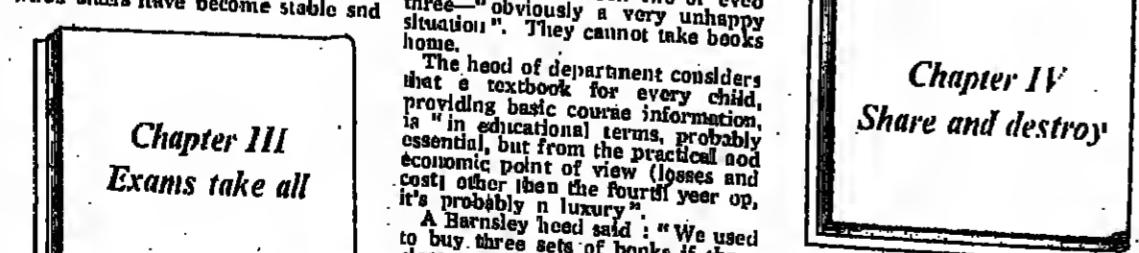
Some scientists wanted to start Nuffield; others, disillusioned with its constraints and high running costs, wanted to stop. Mathematics had similar (but equally contradictory) feelings about SMY or, for juniories, Fletcher mathematics. But materials for a new syllabus in a basic subject come very expensive.

There is no doubt that, in future years, curriculum changes will sometimes made too quickly, without enough preparation. But prudence is one thing, suggestion another. The newer curriculum projects were designed to avoid flaws of the earlier prototypes, or fill in important gaps. But many teachers who are attracted by Schools Council integrated Science, or sixth form geography or even the newsheets produced by the Careers Project at £6.40 a copy, feel they cannot afford them.

It seems that in some schools the curriculum is being stunted just while staffs have become stable and static.

A Leeds headmaster, Mr R. T. Spooner, did a survey of books spending in 18 Leeds comprehensives. In 1975-76 the proportion of capitalisation that went on books was 33 per cent; this year, it went to 28 per cent.

Changes in GCE syllabuses impose a forced cut in capitalisation every year."—Sunderland head.



"The most economic method of book control is to issue books on long term loan to pupils,"—R. T. Spooner.

Sharing books started as an economy measure, and inefficient. If

spend £1,000 last year for the library. In Surrey schools, parents have raised money for books needed for new CSE courses.

But heads in inner cities said it is a major effort for their parents to raise £200. "A quarter of my pupils have fathers who are unemployed," said a Sunderland head. Teachers spend enormous amounts of energy in fund-raising activities. In Gwent schools, teachers' all-out efforts with discs and jumble sales raised £2,300 over two years; a drop in the bucket, compared with ours in capitalisation."

Privity allowances were invented to help redress the balance. But schools in the poorest areas buy fewest books. R. T. Spooner's survey in Leeds showed that in 1975-76, with only one exception, schools in the most deprived areas (as rated by the city's social priority index) spent the smallest proportion of capital on books.

The difference between books in schools in poor and affluent areas is even greater than figures suggest. Mr Spooner claims a book's life is limited in use when pupils come from relatively affluent families. Poorly schools need to spend more on books than affluent schools if pupils are to be taught to use them, in fact they spend far less.

At the other end of the social scale comes the gap between state and independent schools, full of old cast-offs, in the Nicola Gresley library. In other schools, delighted grammar school collections with National Trust and volumes of nineteenth-century French literary criticism. In French, French librarians are having to be stretched for a comprehensive intake.

The libraries were often small, scruffy rooms with little or no space for private study. Some were used for teaching most of the day.

Even when they were not, teacher-librarians were running them in very few free periods a week; in the Richmond school the teacher-librarian had two free periods for the job. Many had only very part-time or no ancillary help.

The teacher-librarians seemed amazingly dedicated, giving up evenings, weekends and holidays to select books and hunt for bargains. They were clear about their aims—to get children reading. Librarians in inner cities had a burgeoning approach to books: "How many can we lend a paperback? Once, if we've chosen well, we'll lose four copies of *Jaws* this term".

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The teacher-librarians seemed amazingly dedicated, giving up evenings

Bert Lodge visits one of the young bands preparing for next week's Schools Prom

The air they draw in on mouth and吐出 of the bell end of their horns on rehearsal nights has a taste to it.

It's six yards, six hours, gigs and dings slack. And if it were solely through euphoniums, cornets and upright banjo-bourbons that these 25 youngsters were refilling the faintly sulphurous wind, all would be in arrears. Far they are in colliery brass band country, with perhaps 10 pins inside dozen miles, one of them Grimsby, for years within a nose of its rivin, Black Dyke. Though it's better, of course, the cognoscenti will tell you.

Only it's not the brassy gallop of Supper nor the honking airs of Offenbach that the latter outside the old junior school in Schafeld Street, Mexborough, bears on Thursday nights. Guitars and saxophones, Wendy Wren's arrangement of "Woodchoppers' Ball", Stan Kenton's "Pete's Vendor", or an arrangement by a local lad of "Eleanor Rigby" tell him that Doncaster Youth Jazz Orchestra is practising.

Outside, Mavers Main caking plant waits to celebrate whatever triumphs are blasted through the windows.

It is not only in choice of musical tradition that these musicians, none over 17 and all in some form of education, differ from the territory that has bred them. Keith Jewett, head of the further education centre, the school has now become, and a jazz enthusiast, put it this way: "Along with the brass band tradition goes a competition tradition, and we aren't too fond of it; it leaves a lot of broken-heeled kids."

Still, they have broken faith with this belief enough to have entered the Festival of Youth in Mexborough two years running, getting the highest commendation in the big band section this year. Also for the second time they will be performing with 20 other groups and orchestras in the TBS Schools Proms next week.

So shouldn't they be rehearsing



Sweet swingin'

their pieces for next Tuesday? "Well, as a matter of fact, we're not sure what we're playing yet," said bandmaster John Ellis, so nonchalant it might have been a piece of gamesmanship to set any of his rivals who may read this worrying.

John Ellis has been blowing down brass instruments all his life. Now head of music at nearby Cainsbridge Northgate comprehensive school (the educational priority area which pioneered exchanges of pupils with independent up-market Dartington Hall), he joined the army for the next 12 years helped in keeping several squadrons of Hussars and

"Coming here they come up against modern reading, unfamiliar rhythms. We have got away from the old swing bands of years ago. Orchestras are much more complex and more interesting."

The Grenadier Guards is step before becoming a perpetuating teacher with the West Riding authority. "We aren't really set on creating our own but jazz musicians," he said last week. "There may be three or four here who will take up jazz professionally but we are looking for the kid who can really enjoy a wider involvement. All of these here are in another band or

group. They are not necessarily吹着 the band sounds like."

The flatboards and the distanced-upped linkwork fairly unconvincing in a way that "All things bright and beautiful" at morning assembly could never have made them do.

The cardinal fail of the Ombudsman. "This was worth even small schools work £1,657 and the student had to contribute. A student finance herself for the year.

The complainant, a business studies undergraduate at the polytechnic applied for a Social Science Research Council studentship to finance a postgraduate MSc finance course at the City University in 1976-77.

She gave the grant application to the head of business studies early July to have a testimonial

to classes was The Lion, the Witch and the Wardrobe by C. S. Lewis.

Teachers turned in to the BBC programme Singing Together more than to any other schools broadcast.

Holst's Planets Suite and Prokofiev's Peter and the Wolf were the most popular pieces of music.

The report showed that in the junior school the 271 hours of the school week were divided into five hours of maths, seven hours of English, four hours of "topics", two hours of art and crafts, music one hour, physical education, including games, three hours, essentially two hours, administration one hour and two-and-a-half hours of playtime.

The researchers looked at teaching methods in junior schools and

In brief Success 'hangs on temperament'

Governors courses

Shropshire County Council is offering the governors of its further education establishments a short course to provide guidance on their duties and responsibilities".

Dennis Child, of the University

Newcastle upon Tyne.

Students who like subjects

from a college of further education,

for further information (not

course places) write to: J. Ashworth,

Course Organiser, Shrewsbury Technical College, London Road, Shrewsbury, SY2 6PR.

and Professor Child.

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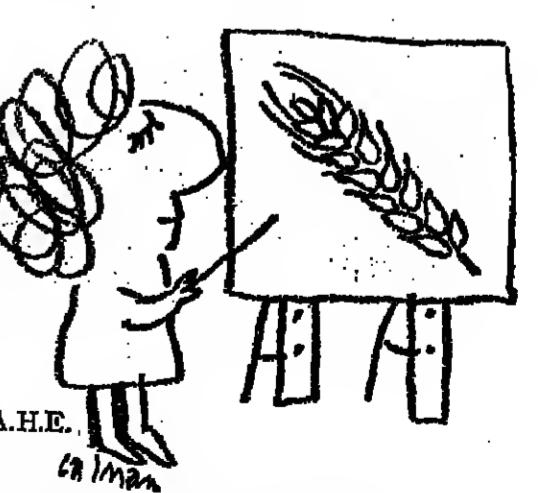
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December 31, on surrender of cards

on which VAT has been paid.

Members of the Bureau's NUTRITION AND HOME ECONOMICS DEPARTMENT give lectures on food and nutrition (e.g. Choosing Our Food for Health, Modern Life and Modern Meals) and practical talks on the choice and use of bread to audiences of recognised educational establishments consisting of a minimum of 30 students (40 for practical talks).

No fees or expenses are charged. All the lecturers are fully qualified and have had practical experience in nutrition, dietetics and home economics. The head of the department is Mrs. J. Audrey Ellison, B.Sc., F.I.F.S.T., F.A.H.E.



For further information please contact Miss Gillian Niblock, Lectures' Organiser, The Flour Advisory Bureau, 21 Arlington St, London SW1A 1RN. Tel 01-493 2521.

Big band blow-out from the back row, under the eye of John Ellis (right).

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Restriction on Ulster students

The number of Northern Ireland students entering colleges of education in Britain is to be severely restricted, the Minister of State, Lord Melchett, said last week. Already the number of such "free seats" students has been cut from 575 in 1974 to under 100 last September.

Earlier this year, the Minister announced that awards would be made in 1977 for trainees following three/four-year courses. In Britain only if the course was not available in Northern Ireland, in addition to one-year awards were allocated on the basis of the applicant's academic attainment, the need for teachers of the subject involved and the availability of courses. In Northern Ireland

now the Minister has decided that awards will be made only to students admitted to courses which are not provided locally and where there is a need for teachers who take such subjects. This probably means no more than a dozen awards.

"I realize that this decision will disappoint many students who had been hoping to gain places in training institutions in Great Britain", Lord Melchett said, "but the facts are that the intake to Northern Ireland teacher training institutions is geared to the employment opportunities which we expect in Northern Ireland, and, inevitably, if we were to train more teachers than we need, many students would find themselves unemployed at the end of their courses."

Last month, the Minister announced that the number of awards for Northern Ireland colleges next year will remain unchanged at 810, of which 626 will go for three/four-year courses.

The approved recruitment figure is:

Stranmillis 222; St. Mary's 110; St. Joseph's 102;

Quran's University 60; the Normal University of Ulster 150; Ulster College 130.

Although this year's figures are the same, the Ulster Teachers' Union has complained to the Department of Education about the decision of Queen's University to admit more than its quota.

"I realize that this decision will

be pointed to 14-year-olds Keith Alderson and Karen Morris, straining at their French horns. That's an instrument that's being used more. And the character, who used to be required to double only on saxophone is now expected to have the flute as well."

Enlarged expectations did not appear in warty his French horn players. Keith reckoned, with no modesty, that he could play most brass instruments and Karen had the piano and the melodaphone, a kind of accordion, in reserve.

Altogether 120 youngsters, some from up to 18 miles away, meet to play jazz in Keith's centre every week. The umbrella organization they belong to is the South Yorkshire Youth Jazz Association, in this sub-divides into several bands of which the Doncaster Youth Jazz Orchestra is just one.

Doncaster education authority is naturally proud of such a flourishing music tradition and has helped with instruments, though three out of five of the Doncaster orchestra play their own, including the energetic and highly-talented drummer, 15-year-old Andy Barron, whose kit will be financed for getting on for £1,000 when it sets off.

It was important to

them what the school

needed, rather than what the school

had to offer.

When asked why they never

asked parents

for money

they never

asked parents

United States

'Educational' TV set for injection of funds

from Michael Binion

WASHINGTON Public broadcasting—the only network of radio and television stations in America that does not carry advertisements—has just been given a considerable boost by President Carter.

For five years from 1981 the Corporation for Public Broadcasting will get \$1,000 million under proposals the President has just sent to Congress. This would be the largest government grant ever made to public broadcasting, and would do much to bring confidence and stability to the distinguished but often struggling network.

Public broadcasting in America developed out of educational television, and many of the stations are still owned by universities, colleges, and academically oriented trusts. Much public broadcasting is still linked to education, and a number of well-acclaimed programmes have been used to accompany college courses.

As the network is not dependent on advertising and audience ratings, public broadcasting is able to air many serious and high-quality programmes that do not have mass appeal. "Sesame Street" is probably the most famous and popular educational programme. The network has also brought in America the best of British television—plays, historical dramas, series, and so on. "Upstairs, Downstairs" was a recent sensational success.

Unfortunately, in spite of its reputation, public broadcasting has suffered from lack of coordination between its controlling body and its programme selection. The result is that the network has not lived up to people's high expectations, has not produced many outstanding American programmes, and has had to rely heavily on the BBC.

Mr Carter's Bill proposes that public broadcasting should derive more money to high-quality national programming's set long-range goals by which its progress can be judged, bring public television and radio signals within reach of

all citizens; provide greater accountability in the public; and finally stimulate greater participation by authorities and by women.

The President also said public broadcasting should play a large role in social and adult education. He noted that many popular series (Bronowski's "The Ascent of Man", or Galbraith's series on economics, for example) have been widely used for college extension courses, and said lifelong learning should remain one of the system's principal goals.

At present there are 271 public television stations, and 263 public radio stations. Some, such as those based in New York, Boston and Los Angeles, have a large budget and produce a varied service. Others, owned by small universities in the Mid-West, for example, operate on a shoe-string, but still manage to produce quality programmes.

Although the government now funds public broadcasting directly, it requires stations to raise as charity \$2.50 for every dollar the government gives. Government funds are handled through the Department of Health, Education and Welfare, the National Endowment for the Arts, the National Endowment for the Humanities, and the National Science Foundation.

President Carter wants to reduce by 25 per cent the amount that his committee on public broadcasting has proposed for federal money, and to give the Corporation for Public Broadcasting—the controlling board—direct control of much federal money.

In educational and intellectual circles there is strong support for the improvement of American television, which is doggedly uninteresting and popular. Public broadcasting will never be a serious threat to the three main commercial networks, but if strengthened it might offer a genuine alternative for those who find the nightly fare of police stories and comedy shows indigestible.

West Germany

Full steam ahead for under 5s

by David Dungworth

West Germany's plans to provide kindergarten places for 50 per cent of the country's three-year-olds, 80 per cent of four-year-olds and 100 per cent of five-year-olds by 1980 are well on target.

An active policy of expansion has been pursued by the Länder and local authorities since the early sixties and during this time public investment in the pre-school sector has risen by nearly 800 per cent. Figures published by the Federal Office of Statistics in Westbaden show that the number of places in kindergartens doubled between 1963 and 1975. Over 1.4m of the 1.95m children in the age group now attend and an additional 48,000 infants under the age of three go to nurseries, 135 per cent more than in 1963.

This growth in pre-school education has been accompanied by a dramatic decline in the West German birth rate. The number of live births fell by over 40 per cent between the peak year of 1964 and 1975 and the number of three to five-year-olds fell 17 per cent during the same period.

Although 300 more births were recorded in 1976 than in 1975, the effects of the earlier decline have still to work their way through the system. Figures released by the Federal Institute for Vocational Training show that the number of places in kindergartens doubled between 1963 and 1975. Over 1.4m of the 1.95m children in the age group now attend and an additional 48,000 infants under the age of three go to nurseries, 135 per cent more than in 1963.

Several of the Länder education



Holland

Moluccan aid waits on new government

by Lynn George

AMSTERDAM Further steps to help the 5,000 Moluccan children attending Dutch schools have been officially under discussion in recent months. A policy memorandum on the South Moluccans, which includes a plan of action for this group in the future, is expected to be published as soon as Holland's government announces its policy.

The problem of integrating these children in the Dutch education system were highlighted in May and June after the South Moluccan capture of a train near Groningen and the holding of 105 Dutch schoolchildren for five days, and their teachers for 20 days as hostages in their barracks in the town of Roermond. The school is now closed and since last month the children have been going to a new primary school together with their Moluccan classmates.

Young Moluccan children in Holland are third generation Moluccans whose families for the most part came to live in mainly Moluccan communities, maintaining their old customs and traditions. This is partly explained by the fact that unlike other immigrant groups here, their families did not come voluntarily to Holland.

Although 4,000 Moluccan soldiers who had served in the Dutch army came here with their families in 1951 after Indonesia gained independence from the Dutch, they were refused permission to assimilate in their own country because they were against the Moluccans becoming a part of the Indonesian republic.

The fact that Moluccans live in isolated groups is one of the reasons why their children encounter language problems in school. About 70 per cent of the families still speak Maluku at home.

Primary schools, which have many Moluccan pupils, can apply for extra teachers to help the children in the Dutch language. At present there are 27 Moluccan teachers attached to 35 schools. In addition, study guidance evenings, subsidized by the Ministry of Culture and Recreation, were started two years ago.

The Moluccans were bi-cultural programmes introduced in Dutch schools. It is doubtful, however, whether this will happen in the near future. The government sees such programmes as making the children feel even more "exceptional".

In Trinity, 13.7 per cent come from working-class or lower middle-class backgrounds while the figure for the grant of HCD was 35.4 per cent. This compares with 51.7 per cent of the total population in the country.

The DSI is also campaigning for a lowering of the academic criteria so that everybody who qualifies for entry into higher education gets a place on a scholarship.

The Education Ministry argues

however, that the cuts in the fees

are not the fault of the two main

associations, the Federation of

Parents' Councils (FPPC) and the

Federation of School Teachers

(FST), who favour cuts in fees.

Last elections at the beginning of 1976 gave M Corato 51.7 per cent, M Lazade with 63.5 per cent, members getting votes in the elections against 26.5 per cent for Lazade. The turnout was around 39 per cent.

The first results of the primary school elections showed that a national average of 50.1 per cent of the pupils in some areas of the country

were eligible for a scholarship.

The second results of the primary school elections showed that a national average of 50.1 per cent of the pupils in some areas of the country

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COURSES

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SCHOOL OF COMMUNITY STUDIES

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 - (b) Two-year Course—Entry to the shortened course is open to candidates aged 21 or over. Entry qualifications are: under 23 years of age—as (a); above; aged 25 to 28—three Higher or two Higher and two Ordinary passes in S.C.E.; over 28 years of age—entry at discretion of the College.

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Courses (1)(a) and (b) lead to professional qualifications recognised by the Central Council for Education and Training in Social Work, Courses 2(a), 2(b) and 3 lead to professional qualifications recognised by the National Council for Vocational and Community Services.

For all courses other than those referred to at (1)(a) above application forms and further particulars may be obtained from the Admissions Officer, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. In the case of courses (1)(b) above the relevant information and form should be requested from The City of Edinburgh Colleges, 4th Floor, Myson House, 31 January, 1978, for courses listed at (1)(a), (b), 2(a) and 2(b); and 31 March, 1978, for course 3 above.

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 - These are research degrees which can be followed full or part-time.
 - Studentships: The S.R.C. awards a limited number of full-time studentships which are available to graduates with Good honours degrees who are following M.A., M.Phil., or Ph.D. courses.
 - Further information and application forms can be obtained from the Admissions Officer, Department of Education, The University, Leeds LS2 9JT. Applications should be made during the Autumn Term.

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by Course Work and Dissertation
(A small number of full-time students may also be accepted)

This is a new course which will explore issues related to the administration of education in schools, colleges and LEAs and at national level. Educational Administration also becomes an additional optional course in the General M.Ed., now available on a part-time basis. Further details from the M.Ed. Admissions Tutor, Faculty of Education, The University, Birmingham B15 2TT.

LETTERS

Race probes do discriminate

Sir.—Recently Norma Gibbs, a black teacher in London, commented TES "Vital statistics"? Now, either 4) on the proposed collection of statistics relating to non-indigenous children in schools. She, in common with other leaders of some ethnic minority groups, favours such a collection, believing it will benefit their children.

Such figures were collected annually from schools until a few years ago, when pressure from ethnic minority groups, supported by teachers, ended the collection. What has changed since then? In my view very little that is relevant.

What I think has happened is that the black community's frustration has reached a point where they will grasp at any straw in the hope of climbing to the position they rightly believe they should hold in society, i.e. one of equality. They have seen that discrimination has perhaps increased rather than lessened; that unemployment of their youth is disproportionately large; that educational attainment has been disappointing. They conclude that increased aid specifically for black pupils can counter such discrimination.

Controversy considerably more aid should be directed towards the schools which have in them a high proportion of poor (which might mean variously deprived) children, since their education is thus rendered more difficult. I believe there to be almost 100 per cent correlation of black communities with poor urban communities. By giving help to the latter areas one would automatically be helping the former, but along

example of the discrimination which is and always has been known in our community, whatever their racial origin.

Were the black pupils we have in school today to be the children of well-to-do professional people from Hampstead or Thornton-le-Moore the collection of statistics would not be considered. It is because they are the children of residents of Kilburn and Brixton that they are thought to need help.

When the first waves of poor Jewish refugees came here from Eastern Europe and settled in the sweat-shop areas of Aldgate and Stepney, one might have pleaded for the same kind of positive help for them. But like Jews, although still much discriminated against, are not included in the categories said to need this help. They have, largely, improved their socio-economic position so that they do not believe that extra help to schools will be of assistance to their children. What is more, they would certainly object to being pin-pointed by the schools as being a particular problem group. So, too, I believe, should today's ethnic minority groups utterly reject any aid specifically for black pupils.

I believe they are wrong to press for this and that white teachers and others are wrong to support them in it. Wrong for two reasons: first, I believe the disadventages I have just mentioned can be cured only by a more fundamental change of the population to counter racial bias; secondly, the discrimination they experience is but a particularly nasty and extreme

example of what's wrong with that?

Some light has already been cast on this subject by the DES circular on the subject. But additional help is needed in order to implement the suggestion reported in the TES two months ago that the educationally greatest of the Equal Opportunities Commission should be abolished and its powers handed over to the DES. There needs to be a strong proposal for this in this apparent proposal of the DES Office and there is nothing it can do about the rank inequality in the future education and training of control. It must be a bitter irony, and a retrograde step for women's equality, if the Department which thinks in that way were to absorb and stifle the work of the Commission on education, particularly as this is precisely the kind of area in which the EOC has adopted a very positive attitude.

Further, the contribution of the Department to the debate about the education and training of women and girls has been negligible even though as far as day release is concerned, many untrained women students by nearly five to one. By contrast the Commission has commented forcefully on these and other issues. Indeed most major initiatives on women in education have come from agencies outside the DES. For these reasons NATFE would reluctantly oppose the abolition of the EOC education section.

STAN BROADBIDGE,
General Secretary,
National Association of Teachers in
Further and Higher Education.

LETTERS

More opportunity for equality

Sir.—Those of us who are concerned with poor white children feel that education can play a role in combating discrimination against these opportunities, the goal of achieving equality at work, and in society, will remain a token aim only. The Commission's work on education is therefore integral in its overall remit.

According to your report the DES feels that because further education grants are discriminatory there is nothing it can do about the rank inequality in the future education and training of control. It must be a bitter irony, and a retrograde step for women's equality, if the Department which thinks in that way were to absorb and stifle the work of the Commission on education, particularly as this is precisely the kind of area in which the EOC has adopted a very positive attitude.

Thirdly, the Department has hardly distinguished itself by its contributions to the campaign for equality. In fact in some major areas it has acted in a discriminatory way. The Department is, in say the least, ambivalent about the development of nursery education:

Educational euphemisms

Sir.—Any English teacher in search of examples of euphemisms can always turn to the writings of those who advocate selection in education, but who do not like to say it in so many words. Anyone who glanced at the article by Eric Anderson and Vernon Bagshaw (More of a Screen than a Barrier, November 11) would have surely been overwhelmed by the numerous ways in which more able could, and what he or she might to doing in school, was to be available.

The biggest argument against selection is 14 is its obvious consequence: a return to the tripartite system, albeit a shorter-lived one than before. A further consequence is that at the very time that more flexible timetabling arrangements and experimental work are being introduced in secondary schools in the 11-14 range, pupils would be crammed into a 14-year exam. After this, those who failed would join in those courses involving technological and mechanical elements which are hardly difficult to imagine.

Surely the aim of curriculum described in a TES article by George Walker (How Curriculum can you get? September 26, 1975) based on the philosophy of a liberal education is the only rational way of arranging the secondary curriculum. Here pupils are involved in a number of different subject areas, and the flexibility to cater for varying abilities and interests is within these areas. Only in this way can we ensure that all pupils are involved in those key areas of knowledge and understanding which we consider important.

PAUL FARMER,
Head of Faculty of Communication Studies,
The Stoke High School, Ipswich.



"All this work experience stuff, you ask me they're making us old before our time!"

See back page

Eyeopener into working of MSC

Sir.—In the TES of November 11 Mark Jackson describes (Clark) that settles in among the cogwheels) the results of a Franco-German study sponsored by the EEC. He got one or two minor things wrong, e.g. the French were not making leather goods. Not did Marx come into the picture.

It would seem essential, therefore, that before any further explanation in the Manpower Services Commission's training activities takes place, a full and independent investigation should be conducted into the way it is, at present, running its training activities. This would allow growing suspicion that it is displaying the same "efficiency" within training as it displayed with its management of Job Centres, and it would reassure the public that the real amounts of money being channelled into it are being well spent.

M. J. ANSTEY,
114 Hale Road, Hale, Cheshire.
See back page

Letters for publication should arrive by Tuesday mornings at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to edit or amend them if necessary.



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Memor of the Building Societies Association

Sir.—I find it surprising that a journal supposedly devoted to the education service should think it right to attack a Secretary of State for Education because she has fought to make the Cabinet not be guaranteed for the purpose she got them for. It is becoming increasingly clear that the freedom you support for local authorities to plant trees or pay councillors' expenses or build up reserves, with money obtained from central government, for education is a real threat to all of us. There is no local authority financial autonomy if the TES is.

The education service was united 20 years ago in redressing the change from percentage grant to the present block grant—even the TES supported us—because we recognized that in times of stringency other local government services would pose a threat to the education budget. This is precisely what has happened.

TERRY CASEY,

General Secretary, National Union of Schoolmasters.

Union of Women Teachers.

It really is a nonsense to demand

This sporting dream-life

Sir.—I am a member of the Yarmouth Sports Council and your article "Middle classes Scoop pools" (TES, November 11) interested me very much.

The report on recreation in Inner urban areas published by the Department of the Environment states that when an unnamed project worker went to kids and asked what ideas they had for their leisure time, they were devoid of ideas. I do not agree that young people come from them as to what they want in recreational facilities. If they had to write an essay on "A dream becomes reality"—based on a dream, in which they had been using the facilities of a sports

complex—in a rich uncle who made their dream become reality. Yarmouth does not have a sports complex.

We had a wealth of ideas from 10-year-old children upwards, and one school made it a school project with intricate maps of the sports complex.

Our sports council is starting a junior section so that ideas can come from them as to what they want in recreational facilities. It would be interesting to know whether regions differ in their recreational needs.

P. ECCLESTONE,
40 Well Street,
Great Yarmouth, Norfolk.

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19

Art for life's sake

How can teachers break down the idea amongst employers that CSE is a second-rate examination? Carwyn Rogers and Ivor Goddard report on a pilot scheme which gives the general public an opportunity to assess children's CSE work for themselves



available, and for every candidate entered for CSE art and crafts from a Kingston school, four pieces of work out of the portfolio were displayed. The exhibition was opened open to the public, and for two days there was a constant stream, not only of teachers, and future candidates, but also of parents, employers and others from the locality.

The range of work was incredible. Delicate water colours and drawings hung next to pictures eight foot high. Fragile pottery stood alongside creations in concrete, wire and plastic. The work represented nearly every mode of accepted artistic expression.

If the influence behind many of the ideas in these works of art was obvious, a number were capable of surprising and stimulating the most cynical observer by their originality, creativity and maturity of technique. Everyone—perhaps most of all the candidates themselves—was able to appreciate the wide range of ability for which the exam was able to cater.

Employers were specifically invited to see for the first time in this subject the meaning of the grades awarded by CSE. They were able to appreciate that much of the art work which they could buy in shops, and with which their homes are probably adorned, might be well below the highest standards achieved in CSE.

For the pupils the exhibition was the realization of the promise made to them by their teachers a year before. More than this they could see that the outside world did take an interest, that their work did have some worth, that their certificates would have some meaning.

Following the two days' open exhibition, the normal CSE assessment meeting was held, each candidate's six pieces of work being considered. Many would argue that the assessment was more valid because four of the pieces were displayed. Art, after all, is usually judged in this sort of environment, not within a portfolio.

The teachers and organizers of the exhibition had to work hard. Undeterred, their ambitions for next year are even greater. Why display only four pieces of work for each candidate, when the portfolio consists of six? In this first year it was a lack of display space which determined this.

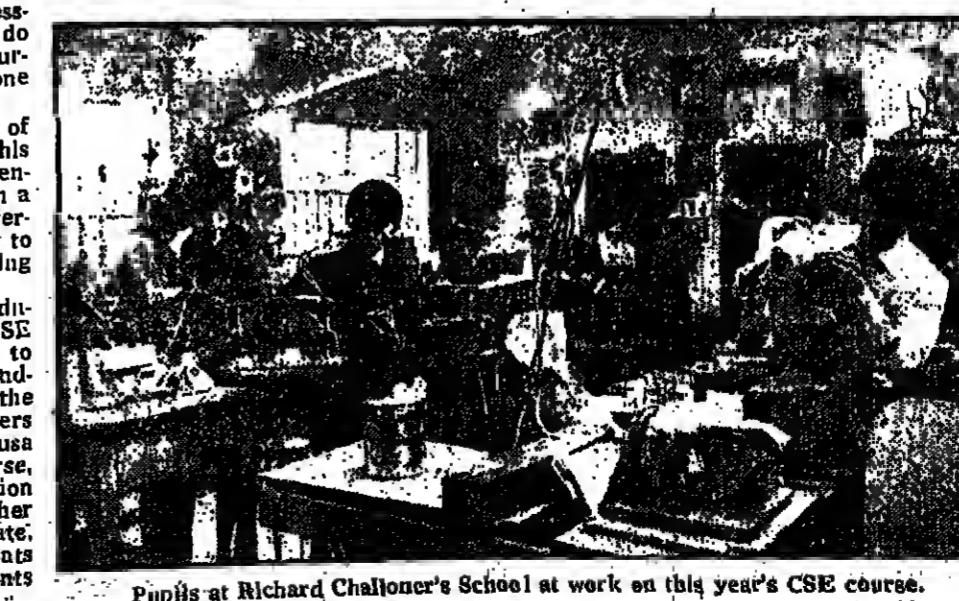
Investigations are now being made as to whether sufficient money can be found next year to provide the display boards required for every school in the borough to display all the work of every candidate. If £500 can be set aside, it is possible that next year Kingston schools will set a precedent which the other parts of the South-East Board's region will find impossible not to follow.

The relevance of a CSE course is being demonstrated to the general public. They are being shown that excellence can be demonstrated, and that there should be a proper pride in such excellence. They are also being shown that the work of a much larger proportion of the pupils is worth while, and that it is wrong to dismiss them as failures. To the teachers it was just reward for their undaunted faith in a generation.

The display or presentation had one undeniable quality—an honesty which could not be hidden or misrepresented. It showed not just the qualities of the few but the true nature of our society—one of mixed ability, but one in which everybody has a right to succeed.

The scheme has shown that, whatever the differences between pupils in ability, there is no need to set up an academic class system which highlights the few as successes, and dismisses the remainder as failures. The course and the exhibition have encouraged each pupil to realize to the full his or her potential. That surely is what education is about.

Carwyn Rogers is head of art at Richard Challoner School, Kingston upon Thames, and teacher representative on the art panel of the South-East Regional Examinations Board. Ivor Goddard is examinations officer of the same board.



Pupils at Richard Challoner's School at work on this year's CSE course.

Not quite proper

Penny Blackie argues that the need for teachers to assume several roles is a major factor in the stress that goes with the job

I was talking recently with a group of fourth-year boys—the girls were at a talk on sex education. The boys were bemused by that they were not there, too. "Trouble is, Miss," said one of the boys, "school doesn't teach us anything we really need to know."

Pursuing the notion of building sex education into the curriculum, I asked whether they would not be embarrassed to talk about sex with a teacher they saw around all the time. "Well, yes, maybe," said the same boy, "but perhaps we need not have a teacher—perhaps we could have a proper person".

I am beginning to believe that it is almost impossible to be both a teacher and a "proper person". It has taken me 12 years to be as sure as I am now, and it might take a few more to be absolutely sure. However, given the choice, if that is a choice, there is no question as to which I would rather be. That is why I think I shall probably give up teaching in two or three years.

I shall not really want to. I enjoy being with and working with young people, and learn new things from them all the time. I got a great deal out of reading and talking about literature with students of all levels, and out of our mutual struggles to write.

I even surprise myself by enjoying a large part of the organization of a major department. I also value the weeks of stress among teachers. There is a high incidence of mental illness and nervous strain. It is generally recognized there is a good deal of pressure in the job. An analysis of the stress I experienced suggests that some of it at least is caused by unresolved conflict.

There are two main strands to that conflict, one easier to deal with than the other. The first is the number of different and often explicitly contradictory roles teachers have to fulfil. I have listed the various roles I will normally be expected to take on in an untypical day (see opposite). These roles are not substantially different because I am a head of department; most of them are the same for all teachers. Many are also the same for other non-teaching jobs.

I teach in a large, well-run, rural comprehensive. It has few of the problems normally attributed to comprehensives. It has few "difficult" kids, very little ill discipline; it is often pleasant to be in the classroom, not something to be dreaded or "faced".

Because it is a large institution and efficiently organized, there is a lot of hard work. It is a good-humoured staff, with little of the bickering and tension I have met in other schools.

However, in spite of the supportive and friendly atmosphere, there is still a great deal of pressure. It comes from the expectations we have of each other (and ourselves) and the demands we constantly make on each other—so that theo are no slack times; there are always more things to be done than time allows; we never "catch up". At the end of each term most people are genuinely exhausted.

Yet my own exhaustion is partly my fault. I set myself high standards, often unrealistically so. I am unhappy and dissatisfied if I do not perform a task as well as I am able, even if it is something I do not wish to do. I am constantly exercised by my inability to say "No, I won't do that", or "I'll do", or to postpone putting new ideas into operation.

I have known for some time that I do not want promotion in schools—I do not want to be a deputy head or head,

nor a teacher trainer. And although I enjoy being a head of department some of the time, I do not fancy doing that for another 27 years.

Why can't I be a "proper person" in teaching? I think one of the main reasons is the built-in schizophrenia of the job, the permanent conflicts. Talking casually with a couple of fifth years, it emerged that I'd been to a local pub.

"What? You go to pubs, Miss?" said one.

"Certainly I do", I replied, "quite often."

"At least a couple of times most weeks."

"You mean to say . . . you mean . . . that you go to pubs . . . with your friends . . . to pubs . . . just like ordinary people?"

Now, I'm fairly sure that an "ordinary person" is not quite the same thing as a "proper person", but I am quite sure that teachers are not usually reckoned to be either. Nor, perhaps, in spite of the sense that that student meant (after all, there are still kids who don't imagine teachers having any personal life outside school), just in a real and chilling sense nevertheless.

There is much talk, and a certain amount of factual information, about stress among teachers. There is a high incidence of mental illness and nervous strain. It is generally recognized there is a good deal of pressure in the job. An analysis of the stress I experienced suggests that some of it at least is caused by unresolved conflict.

There are two main strands to that conflict, one easier to deal with than the other. The first is the number of different and often explicitly contradictory roles teachers have to fulfil. I have listed the various roles I will normally be expected to take on in an untypical day (see opposite). These roles are not substantially different because I am a head of department; most of them are the same for all teachers. Many are also the same for other non-teaching jobs.

The roles are fairly standard for management jobs. But how many students choosing teaching as a job think of it as a management job, managing people, and are aware of these roles and their effects? I know I didn't when I started. Managers get where they are by promotion and choice, and if they also manage people, those workers are (in theory at least) usually free to work somewhere else should they want to enough.

As teachers, we have to take on management roles towards students who do not necessarily choose to be at school, who are not told to be there, and who are not free to go somewhere else. I believe this is a great underlying pressure on teachers.

It is not so much the fact that teachers are expected to perform these roles that disturbs me, so much as the pressure it places upon us when we have to adjust between them. The conflict can be considerable at a personal level. For example, if I do not believe I have the right to tell



pupils are working class. What should we do about the gulf that exists because we do not take account of that difference? Are the education cuts going to have more effect on the middle class or the working class? And what will be the nature of that effect? How are the cuts going to affect the kind of teaching we do?

The great debate has not asked these questions, let alone answered them. But the questions do not go away. I do not ask them as openly as this too often, even of myself, because they highlight the gulf in a frightening way. That gulf is also being pushed wider and wider apart by the cuts, by the "standards" debate and the rearguard action on the curriculum, by the qualification chase. With that kind of abyss at my feet, how can I be a "proper person"?

Perhaps, in two or three years' time, after 12 years in teaching, I will have the courage to find something else to do which does not place me in constant opposition to myself, feeling that what I am doing is not what I should be doing. Perhaps I could find a job that does not make me so tired and irritable that I take it out on those closest to me. I hope so; but I will miss the kids.

Penny Blackie is head of English, Churchill School, Bristol.

8.20 Arrive after half-hour drive.

8.30-9.00 Get ready for day. Bands present for lesson (pregraphic assistant). Advise colleague about a lesson (adviser). Attend five-minute staff meeting.

9.00-9.30 Tutor sixth-former on future career (counsellor). Take register (student-counsellor). Reprimand student for being noisy in library the previous day (police-woman/protection officer). Try to cheer up someone who is depressed (counsellor). Attend assembly.

9.30-10.45 Class time: various functions (teacher, actress, guide, adviser). Short at night (group, committee, administrator). Interruption: timetable query (administrator). Interruption: where are some books? (resource provider).

10.45-11.05 Coffee break. Consult with or be consulted by three people on matters of tutoring, administration, and discipline (general).

11.05-12.20 "Free" time. See bursar about order and capitulation (planner). See parent (counsellor). See exam paper (examiner). Type minutes of meeting (secretary). Arrange theatre visit (organizer).

12.20-12.40 Lunch in staffroom.

12.40-1.00 See student on teaching practice about a lesson (teacher-trainer).

1.00-1.30 Swimming pool duty (lifesaver).

1.30-2.40 Sixth-form class (tutor).

2.40-3.15 Watch student teach (teacher-trainer).

3.15-3.50 Class in library (librarian).

3.50-4.15 Meeting with primary school heads (liaison/consultative).

Most teachers are middle-class.

An affair of the heart

Derek Hamilton, a Canadian teacher, worked regularly last year in a London comprehensive while pursuing his postgraduate studies

How did he find the system compared with his own?

What impressed me most about London schools was the riot of things that is likely to be going on in them at any time during the day. Set this against my experience in my small home town in Eastern Canada, and you will see what I mean.

Critics often unkindly say that in Canada the same thing is likely to be taught at the same time to the same grade throughout an entire province.

Theoretically, the argument goes, the lost "nevermore" of *The Raven* should toll through every grade IX classroom in the Province of New Brunswick; at approximately the same time.

This argument isn't true any more, but there is enough truth in it to suggest the starkness of the difference that I see in London schools. Take the absence of emphasis on an academic grading system. In most of Canada a child's schooling is divided into neat packages of one year's duration each. At the end of each year of secondary school pupils are assessed, and either promoted to the next grade, or failed and held back to repeat the year until newly promoted class.

This masterpiece of bureaucracy ensures that only the pupils who have done the things they ought to have done get to the higher grades of high school. Imagine how this affects the intake of those senior grades, and what great power the idea of failure exerts. Imagine also the dismay and chaos that can reign in those lower grades, where the failed pupils finally settle like human sludge to wait out their time until leaving age. Pupils may be acquiescent, but they have ways of getting back.

Of course it is not all sweetness and light in London, and I do not know which of the two imperfect systems works better. British fifth year classes, especially, are prone to have members who have years since lost track of what is going on and who frequently bring class progress to a halt with outbreaks of anger and frustration. Discipline often seems to be a problem, and at least in small measure, the egalitarian approach is to blame.

For despite upgraded classes and the lack of emphasis on exams, at the end of every pupil's school career lurks the spectre of O levels or the CSE papers. And at least in some schools O levels are valued so highly that those who are relegated to write the CSE papers must feel that they have, somehow, failed before they have begun.

In Canada our problems are more neatly swept under the rug. With so many exams in secondary schools, pupils are allowed to establish the habit of failing early. Thus the school is given any excuse for its inability to teach some pupils—after all, they have been failing for years—and the pupils are themselves confirmed in their opinion that they are stupid.

Of the two approaches I favour the British, if only because it allows for the old pupil who, for some mysterious biological reason, develops late. Besides, what in the world is the use of failing a pupil in English because they hated David Copperfield, and then forcing them to do it again?

But there are variations in the public sector which work at cross-purposes. In Canada too often pupils are used as chips in a ruthless game between a huge union and a provincial government. There may be those who would like to have it so here. But their chances for success are a lot less than they are in Canada.

I don't want to sell by own system short. In some ways it is the equal and even the superior to the one I have seen here.

But after a year I am drawn strongly to what I have seen in London schools. I think that teaching in London is an affair of the heart. It must be. How else can one explain how so many teachers daily face the size of the problems that they do?

In one ILFA school I worked with immigrant pupils whose background and upbringing was so different from mine that I could only guess at what it must have been like. And yet regularly teachers must attempt to teach these pupils whose cultures often exclude each other, as well as the teacher.

It is here, at the intersection of the demands of the school system and the needs of the pupils, that I find so much to admire in the creativity of London schools.

Derek Hamilton teaches in a secondary school in Ruthsby, Canada.

Multiple vision

Isabel Hilton on some new books about China

China after the Cultural Revolution: Politics between two Party Congresses. By Jürgen Domes. C. Hurst and Company £6.50. 0903 98343 5.
China: The Impact of Revolution. Edited by Colin Mackerras. Longman £3.50. 582 G8669 5.
Mao Tse-tung in the States of History. Edited by Dick Wilson. Cambridge University Press £10.50. 521 21543 8. L1.50 521 20190 9.
Mao. By Peter Carter. Oxford University Press £3.25. 19 273140 8.
About Chinese Women. By Julie Kristeva. Merlin Books £5.95. 7145 2521 9.
Comrade Chung Ch'ing. By Roxane Witke. Weidenfeld and Nicolson £6.95. 297 773461.

It is 11 years since the Cultural Revolution plunged China into turmoil and put her off from the world and five years since the Nixon visit set the seal on her opening up. China seemed set, then, for a period of consolidation. Students were back in the classrooms in China and appearing in the classrooms of the West. Delegations came and went. Technical and, to a more limited extent, cultural relations were restored. Whatever battles were taking place in China, they were not taking place in the streets.

But since the arrival of Nixon in Peking in 1972 the changes in China have been, arguably, as dramatic as the changes effected by the Cultural Revolution. The fall of Lin Piao, the restoration, financial return of Teng Hsiao-ping, the death of Chou En-lai and Mao Tse-tung, the fall of the Gang of Four and the emergence of Huo Kuo-feng with a package of policies which seem to complete the rout of many of the policies the Cultural Revolution sought to establish, have set China on a course which, even in 1972, few would have

For Western observers, the rapidly changing political situation poses problems of interpretation and analysis that few practitioners of other disciplines could envy. But it is a discipline which has developed enormously in recent years. The era of the Cold War distorted not only China's position in the international sphere, but also the perception of China by both scholars and sympathizers. China's friends saw in her the potential socialist utopia which Russia had failed to achieve, while her detractors, pointing to floods of refugees, reunits of labour camps and the suppression of intellectuals, saw in China another version of Oriental despotism overlaid with the trappings of power at all levels in the PRC between the 9th and 10th Party Congresses which is curiously similar to the political scientist, but drawn to the more casual reader after truth. The short-term conclusions—a prediction that the unrestrained divisions between left and right in the West in the seventies, ultimately vindicated. In the longer term, the conclusion that politics in China will be determined by bureaucratic competition and compromise with elements of military federalism, yet to be proved, and excludes, as he admits, the possibility that the Chinese people will take a more active role in the process of decision-making.

Since then, ideological positions have shifted. Other disciplines have influenced the approach to the analysis of China's political system across has improved and documents made available by the Cultural Revolution have provided observers with a rich source of material. The consciousness of the problems of approach, however, still pervades many of the books now appearing.

Jürgen Domes, *China after the Cultural Revolution*, refers to Edouard Sèvres' conclusion in 1969 that Mao would not accept a seat in the United Nations even if Taiwan were to be excluded. Domes remarks: "This prognosis does not seem totally atypical of interpretations of Chinese politics made by some Western observers, particularly those who claim intimate knowledge of China and the Chinese." To this individual a China which was often tormented by the world around it, and whose fate had taken on the Sisyphus task of dismantling power structures whenever they had begun to take hold of people, must appear as a desirable counter world. Understandable expectations of such a counter world thus become descriptive categories of reality.

Jürgen Domes' approach is quite different and falls into a more recent category of China scholarship which uses techniques originally developed for analysis of the Russian political process. Since, as in Russia, political decision-making in China takes place well out of the public view, the observer relies on the examination of the content of communications, official news broadcasts (often gleaned from intelligence monitoring of the more revealing provincial broadcasts), coupled with an encyclopedic knowledge of personnel which goes far beyond the interest of the general reader. Domes admits that such methods are subject to error and demand a wide flexibility of interpretation, but insists that, without



Reuter photo

them, our appreciation of the Chinese political process would be much poorer.

Central to Domes's analysis is the contention that ideology in the People's Republic must be seen as the manipulative instrument for the instrumentalization of power politics. "The ideology," he says, "May give some indication of political events, but it is not the key to the understanding of these events." Domes provides a means of detail in the manoeuvring for power at all levels in the manoeuvring for 9th and 10th Party Congresses which is curiously similar to the political scientist, but drawn to the more casual reader after truth. The short-term conclusions—a prediction that the unrestrained divisions between left and right in the West in the seventies, ultimately vindicated. In the longer term, the conclusion that politics in China will be determined by bureaucratic competition and compromise with elements of military federalism, yet to be proved, and excludes, as he admits, the possibility that the Chinese people will take a more active role in the process of decision-making.

Entirely different in approach, and much more readable, is the collection of essays edited by Dick Wilson, *Mao Tse-tung in the States of History*. The contributors discuss Mao as, among other things, philosopher, Marxist, economist, statesman, Chinese and innovator. In an attempt to disentangle and assess his personal contribution to the revolution. They conclude that, ultimately, though Mao was the author of momentous change, he lost the battle to create the China he dreamed of. As Dick Wilson says in his introduction: "Having supplied China with a new orthodoxy, with a new sense of international self respect and with the minimum degree of social change necessary, Mao was, in the end, rebuffed".

In view of events since the Cultural Revolution, it is hard to disagree with this conclusion, but the People's Republic nevertheless stands as his legacy. In most of these essays the author betrays a considerable affection, as well as respect, for the Great Helmsman. He emerges as a philosopher-soldier who never lost the idealism of his youth and who was never corrupted by power.

The author points out several areas, however, in which he failed to achieve his ambitions. Thus Mao as philosopher, in the view of Benjamin Schwartz, is more to be respected than the story of twentieth-century China is more than the story of Mao. For a more general view we must turn to China, the impact of Revolution, a collection of essays edited by Colin Mackerras. The book contains factual accounts with a more thematic approach and includes essays on the economy, geography, culture and society and foreign policy. Wang Gungwu also contributes

to this collection, with an elegant essay on Nationalism before 1949. Colin MacKellar's contribution on society and culture in 1949 is a useful sketch of the period, its relationship to Confucianism, the failure of the Nationalists in modernizing the West in the seventies, ultimately vindicated. In the longer term, the conclusion that politics in China will be determined by bureaucratic competition and compromise with elements of military federalism, yet to be proved, and excludes, as he admits, the possibility that the Chinese people will take a more active role in the process of decision-making.

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rebuffed". This thought-provoking collection of essays is much to be recommended over another volume, slimmer in every way—also, by Peter Carter, *Fascinating and frustrating*. In approach, this book suffers greatly from a tendency to over-simplification. Peter Carter repeats many cherished historical myths about China and, though attractively written, his account should be treated with caution.

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Arm in arm

David Newsome reviews two recent studies of the public school

Tom Brown's Universe. The Development of the Public School in the 19th Century. By J. R. de S. Hunter. Millington Books £5.95 860 00056 7.
 The Public School Phenomenon. By Jonathan Gathorne-Hardy. Hodder and Stoughton £7.50. 340 22 03 1.

It is hard on both authors when two books on identical themes happen to be published simultaneously. Such is the fate of Professor John Hunter, whose extensive researches on public school history have now been collated in a scholarly volume entitled *Tom Brown's Universe* and of Mr. Jonathan Gathorne-Hardy, whose work on a race and disrespectful analysis of the role in society of the British "dandy" has enabled him to turn to an equally jaunty expose of the second stage in the updating of the English establishment which he describes as *The Public School Phenomenon*.

Mr Gathorne-Hardy's coverage is wider than Professor Hunter's, pertaining to cover the whole history of the public schools from the early Middle Ages to the present. The political decline of the seventeenth century, Professor Hunter confines himself to a single, but significant, century and ends his book far deeper. Inevitably the same issues are explored by both writers.

It may well be that *The Public*

School Phenomenon will score a

more immediate success because it is self-consciously more pretentious.

Tom Brown's Universe will assuredly enjoy more lasting acclaim,

just because Professor Honey's

researches are so much more con-

tinuous and less shabby.

He has some

new things to say about Arnold,

defining the units within which he

worked and his surprisingly limited

view about the moral evils which

he sought to strenuously combat.

A good deal is said about the

much-neglected figure, J. L. Brearley,

who, with Hugh Patescio, set

in motion an extraordinarily

ambitious scheme for County

Schools based largely on the

public-school pattern.

In an excellent

chapter, the growth of the com-

munity ideal is analysed, with its

effect on social values, the emerg-

ing concept of "gentleman", the

rise of the gentry cult and the

development of esprit de corps.

All these problems are analysed

also by Mr Gathorne-Hardy, whose

work is patently less firm than

Professor Honey's, even if his tone

is more homely and—inexplicably—more assured.

Professor Honey has simply read more,

and earlier, at home within the vast

literature of nineteenth-century

educational ideals.

His treatment, for instance, of

the influences of classical education

benefits enormously from his

acquaintance with Dr Robert

Ogilvie's study *Latin and Greek*.

Mr Gathorne-Hardy, writing on the

same issues, seems, by comparison,

sketchy and brush through his

failure to consider the insights and

arguments of this perceptive book.

On adolescent sexuality, Professor

Honey writes seriously,

despite the publisher's claims

("dazzling... probing... authoritative and deeply researched"). It is certainly wide-ranging and informative. It contains some shrewd

criticisms (in Correlli Barnett for in-

stances) and on the more recent de-

bates on the place of public

schools), and the author has made

read far more than his rather

shadier bibliography suggests.

On the other hand, he supplies no foot-

notes, and—when he can be

checked—his accuracy is not impres-

sive.

Who, for instance, is Whitehead,

pioneer of the Evangelical Re-



from the sixth edition (1890) of Tom Brown's School Days

fears engendered in boys over the practice of masturbation)—of the vival with John Wesley? (Can he be he is studying?

When there a headmaster of Wimbleton? to the name of Wimbleton? (Does mean Christopher Wordsworth, of Harton or Charles Wordsworth, Second Master of Wimbleton?) How our students be the creation of Sapper on page 121? If the Lytton's were so important a family, why not spell them correctly?

Above all, Professor Hunter turns his critical detachment with sympathy for his subject. The modern age is very knowing about sexual matters; it is apt to use clinical terms very loosely, thereby inhibiting people through the fear of being labelled. Arnold would talk to a little boy with the youngster's lingo; scholboys for that matter, and Lemnos Berkeley. Warre succeeded and consolidated the work of Hornby not Hawtree. William Carver's recent biography of Faith Constance-MacDonald and Faith Constance-Burnett: such-like prize for absurdity—can one imagine the state of Wellington College under the eponymous régime of the author of *David Blaize*?

Circumstances are sometimes misreported. One may take just two examples from the history of Wellington. Benjamin Pollock (dots gloton incorrectly) is alleged to have slashed the salaries of two masters who had had a rise under Wickham. In fact, Pollock never touched the salaries of these two men (also given incorrectly). All he did was recommend to the Governor a much lower salary for the Wellington staff. Then again, Edmund White Benson was concerned (this is correct) about the cubicles of boys in the Wellington dormitories, and considered erecting a wire lattice to discourage illicit access from neighbours. Mr Gathorne-Hardy's version of this admittedly foolish, but intelligible, episode is in render grotesque by describing the Master of Wellington himself "classing along the tops of cubicles laying entanglements of wire". Now what purpose does this unwarranted embellishment serve? It is not scholarly. It is not even pedagogically effective, because the absurdity is apparent.

The publishers of *Tom Brown's Universe* seem to have been inspired by the title of *Make it Count*. It sets out the aims and philosophy of an adult basic numeracy programme and is also a highly practical guide for tutors. Emphasising anxiety of the student's needs and interests, the *Manual* will be invaluable in schools, colleges and training centres. The book is in three parts: (1) the nature and extent of the problem, (2) the sequencing of number sub-skills, (3) case studies on the design of teaching programmes for individual students.

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THE INDUSTRIAL ARCHAEOLOGY OF THE BRITISH ISLES

1: THE WEST MIDLANDS

FRED BROOK

24 Books/Literature/Society

Gentle-violent man

Jack Cross on Rudyard Kipling

The Strange Ride of Rudyard Kipling. By Angus Wilson. Duckworth and Warburg £6.90. 430 pp. 575167.

Kipling always asked that his works should be examined but that we should "speak not to question" his life. His biographer, Angus Wilson, is the latest and most astute of those who have, happily, ignored his request. Mr. Wilson has explored the wide range of Kipling's writing, quotes from it with precise relevance and great felicity, but never fails to trace the sources of its phonies in the development of that gentle-violent man, a man of depressions and hilarity, holding his despise in with almost superhuman stoicism". In one of his few direct criticisms of his subject, Angus Wilson offers the doubtful proposition that only if Kipling had dared to be more retrospective himself might he have been a possible migrant into the ranks of the very highest class.

Mr. Wilson recognises that the roots of Kipling's anxieties and fears lay buried in his childhood experiences and retells the story of how the once-spoiled darling Ruddy was dumped in England on an unkindly school of iron discipline, never to go so far even after the very same Southsea because for him synonymous with Hell. Kipling was badly bullied in school and learned to bully in his turn. Angus Wilson carefully examines the family circumstances and the public school ethos of the time (he is particularly good about the specific difference of the United Services College) and does so with such charity that he can find understanding and forgiveness—even if Kipling never could.

For Mr. Wilson is clearly a kind and gentle man and has had to try very hard to come to terms with much of the violence, contempt (for all the lesser breeds without the Law), and out-and-out cruelty he finds in much of Kipling's work, particularly in short stories like *Mary Poppins*, which is a spinster-empress who watches with satisfaction the agonising death of a young German airman, or in the wartime verses about the Kaiser's suspected cancer of the throat. Try as he may he just can't stamp Stoltz and his lawless friends. Character-

Which mother's mine?

Margaret Kornitzer

Adoption: A Second Chance. By Barbara Tizard. Duckworth £7.50. 7291 0191 6. £1.95. 7291 0196 7.

A Time to Search. The Moving and Dramatic Stories of Adoptees in Search of their Natural Parents. By Henry Ehrlich. Paddington Press £4.95. 448 22241 8.

Adopted: A Second Chance, by Barbara Tizard; *Adoption*, by John Hick; *Adopt and the Universe of Pain*, by Collins/Panzer £1.50. 00 63310. The Centre of Christianity, by Michael Hicks. SCM Press £1.60. 331 01961 2.

Parents. Adoptees wanted the children were strongly but good home desire to help and serve the children. Natural parents, on the other hand, were reluctant to reclaim their children who usually went to bad housing, poverty, strict restraints and quiet, feelings. Unlike the adopted children, they returned without preparation or openly disliked the restored child-battering and several mothers openly disliked the restored child.

All this casts a lurid light on the actual circumstances of restoration.

Predicably, adopted children welcomed the processes of being uprooted from an institution more successfully than restored children. When adopted children were visited again at eight year olds, satisfaction was still evident, whereas restored eight-year-olds tended to have nervous habits, to be belligerent or lack concentration. Children in both groups were attention-seeking, and this trait was especially noted by teachers. Teachers' views also were less favourable to adopted children than were those of their adoptive parents. As with Bowby, the facts have been around for long time: now they have the support of a properly constructed investigation contained in a rich and useful book written without jargon of interlarding with smutty. Among other things it demonstrates that the effects of maternal deprivation are not in themselves irreversible. Children can survive as loving human beings even if scarred.

The word "restored" used here is a misnomer. Of 15 children between two and four years old restored to parents, only three had actually stayed previously with their mothers. Most parents had not even visited frequently. But the background in the present study is not in any theory such restoration has been a goal to which many children had been subjected over the years. Some 6,000 children remain in care year after year, primarily because of an inbuilt reluctance in social work practice to break vicious natural ties.

The study contrasts the circumstances in which the children were placed for adoption with those in the United States, and it makes fascinating reading.

This is not a study-hound biography: Mr. Wilson talked to many of Kipling's friends and contemporaries and travelled to see for himself what Kipling saw. Sometimes he was surprised—but just as often he was not. These journeys, and the descriptions and many photographs they made possible, enable us to separate Kipling's often-updated (and equally often-updated) "journalism" from the products of his magically vivid imagination.

I would have wished for some comment on the powerful way Kipling, the enormously popular writer, influenced the worldview of his time, particularly perhaps of India and the Raj. His was the outsider's view, after all, as from a dark bungalow or the balcony of the Club. Yet he had the knock of appearing to speak for the Indians too. I wonder how many people, upper-class Indians and Anglo-Indians as well as British, were, because of his influence, unnecessarily shocked by the gradual erosion and then silent abdication of the Raj.

Perhaps, too, Angus Wilson neglects the boldness which brought Kipling such popular esteem. As he has served in the East and has heard long serving Indian officials of his career from the Swindonese night, usually finishing with the wonderfully Swindonese cadences of Damm Deever. I can certify that, at least up to 1944, the spirit of the Soldiers Three still lived on.

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May I help you?

Rowland Berry

Breakaway. By Angela Willans. Maurecia Temple Smith £6.25. 85117 129 X. £2.65. 85117 134 6.

Angela Willans (known to millions as the problems-page counsellor Mary Grant) has written a worthwhile book about the difficulties which cause teenage girls to break away from their families. It is not about delinquency, and the subjects are, for the most part, from the articulate middle class. The material is presented in the form of verbatim histories, with the minor, loud, attractive aspect of evocation may cause parents to overprotect their daughters, not distinguishing between real dangers and the others which are based on their own anxieties. Even living and conscientious parents may strive to keep their daughter as an innocent child, encouraging a low social and sexual profile; an adolescent girl's needs and preoccupations differ from those of a boy, and she gives evidence that she is attractive and lovable, not least from her own father.

The problem of the homeless and rootless is increasing, and the agencies which offer help to girls adults or trouble all report an increasing need for their services. The girls in this book come or were driven into life situations different from those of their parents, that do not appear as statistics (though some become pregnant), but are nevertheless part of a trend as "social changes".

Three common causes of the breakaway are class prejudices, problems of control, and sexual attitudes. Parental strife and separation are well-known sources of the identity problems of the adolescent, but the author, acknowledging how much she has learned from those who seek counsel on her problem page, writes sensitively and sensibly in her brief introductions to each section. She underlines how changes

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Compiled by Ian Wragg

Slow Learners make up the least able 25 per cent of a fully comprehensive school. In extreme cases this may be the result of some serious basic disability, but in many cases they are simply pupils whose mental processes are slower than average, or whose command of English, home background, social conditions or emotional problems lead them to achieve far less than they are capable of. Sometimes it is because their very teenage culture leads them to question (if not reject) the whole world of adult, school and teacher.

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status, pregnancy, and love—are more important than sex itself. Throughout these stories the need for reassurance is seen, even in caring, stable families. We are also afforded a glimpse into the dark corners of prenatal pathology—withdrawal, incest, and transsexuality. This is not academic sociology, but a documentary written in the easy style of a journalist. It's good fun for the analytically minded, whether amateur or professional, and valuable for any parent—or, indeed, anyone interested in having more than one point of view.

Rowland Berry is a consultant psychiatrist specializing in work with young people. Michael Jones is at St John's School, Guildford. Margaret Kornitzer is the author of "Adoption" (Potomac). Suzanne Wiener is headmaster of Christ's Hospital school.

Paperbacks

Truth/myth

Michael Jones

God and the Universe of Pain. John Hick. 2. Landscapes in Focus. 3. Industry and Resources.

Place and People: A Guide in Modern Geography Teaching. Edited by Stewart Dupree. Heinemann Educational £2.50. £2.25 each.

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26 Books/English/Economics/Energy

Tools for the trade

Roy Blatchford on the English Project

Launched in 1970 with the resources and marketing ideology of Penguin Education firmly behind it, the Penguin English Project was rapidly consigned to commercial irrelevance. Indifferent planning and execution at promotion and distribution stages with Penguin Education itself in financial turmoil, was reflected by scarce treatment in the education press.

Almost in spite of itself, the PEP crept into the schools. Penguin Education's demise in 1974 effectively brought the thing to a halt, but through a sequence of coincidences characteristic of the publishing houses' new home was found in May of last year. Now that it is re-born, The English Project, English departments up and down the country have received a hand-bill boldly proclaiming "PEP saved by Ward Lock Educational".

Sales of the project's three stages have been curiously checkered. Stage One, designed for the early secondary years, was considered a Penguin and runs to six volumes, many of which have sold particularly well. In contrast, Stage Two (for the 13-16 range) has five parts in print and is greatly under-sold, while Stage Three, aimed at sixth-form studies, currently has two titles available and awaits development.

In the only teachers' handbook so far published, Stage One's editor, Patrick Radley, stated that the guiding aim for the series was to be its practical use to the teacher, but that the planning stages such as aim inevitably called into question certain ideas about English teaching in schools. Teaching method and the tools for the trade necessarily feed upon one another, and the most purposeful books for any subject generally reflect and record the best practice of what has gone on in schools.

The tradition of structuring work around a course book is well

rooted and, in English, Ridout's approach was developed by teachers and publishers towards Rose and Bennett's *English Through Experience*. In 1963, the advent of *Reflections*, mirrored the child-centred direction English teaching was taking, meeting the child who cried that he was not in school to prepare for life, he was alive now.

The single volume dispensed with traditional language exercises, and notes relating to the passages were designed to encourage discussion and to promote comprehension. But its visual impact—indeed the use of photographs—established a trend that a wave of poetry, prose and drama collections sought to emulate.

Fear crept in that an English course centred on this personal creative diet would impoverish language learning; while the alloy of traditional approaches lay in imagining repeated grammar exercises would be automatically translated into correct essay work, the creative approach was equally misguided in thinking that to stimulate was to teach.

It was no part of the publishing boom in source material collections that Penguin's highly successful *Voyages*, edited by Geoffrey Summerfield, came into being and prepared the market for the appearance of the English Project. Textbooks traditionally gave the impression that reading was leading towards a specific task, so the PEP books were short stories, poems, plays, fiction and non-fiction, pictures and drawings gathered together with no questions attached.

Attractiveness, relevance and intrinsic interest was the ethos; if a passage or picture genuinely moved then it would call from the pupil a determination to understand meaning, the stretching of his imagination to ally himself with the implication that the young reader was worth taking seriously.

Certainly the illustrative aspect

of the project is of the new publishers to do with a project that reflected much what was best in English teaching in the 1960s? Penguin's conscious aim had been to narrow the gap between a school edition and material for public sale, so the books' design and style catered for extended work on the lines of *ELIZA*, the SHREWDU, which can demand expansions of ambiguous commands, like Clive's system which comprehends

what was said, and a struggle to hold parts in relation to the whole. According to Radley it would provoke these results in children finding "the inner light".

By and large, good classroom practice has proved the collections in just these areas. The splendid variety of Stage One's first volume *Creatures* moves significantly, where photo and passage are diligently complementary to one another; thus Edwin Brock's "Song of the Battery Hen" alongside "Rubin Restraint in a cage/Puts all heaven in a cage", with a photograph to match, stimulates the type of pupil response that the project aims at.

The second volume *Familiy And School*, covering the one subject guaranteed to find an interested and committed audience, has been the most popular. But while the extracts are lively and wide-ranging, very readable with 30 two-year-olds, the many photographs are too repetitive, and could well be revised for a future edition. Set against that, I Took My Mind A Walk which explores nature's "extraordinary ordinary things" has some stunning illustrations with several longish prose passages of immense interest and excitement.

What there is no obvious sequence in Stage One there is progression from the child's immediate surroundings to the world of machines. *Things Working*, in which many of the poems and prose extracts are difficult but the Heath Robinson pictures and Moonwords collage are a delight. The child can then move from machines to the explorer's world in *Voyages*, and to the fantastical and the realm of science fiction in *Other Worlds*.

In giving free reign to the editors in compiling their selections, there

is an oblique intention to overlap in theme and mood. An opportunity to link might come in *Voyages* and *Things Working* where accounts of mining disasters are taken from different interests, poems, and the same scene again can be picked up in Stage Two's *Danger* which in turn leads on to some excellent material about danger and fear in war, exploration and outer space.

While retaining the spirit of original project, an attempt to give pupils' books a little more creative without necessarily detracting from the text, might also be considered. Children need directives to help them in their reading, even if the messages stand on their own, and on editorial introduction and themes and ideas of each extract with each extract bearing its own rating on the page rather than relying on a confusing index.

When Margaret Boden begins her remarkable study with the resigned observation: "Anyone who mentions artificial intelligence in polite conversation can expect two perplexed reactions: 'What?' and 'So What?'", I find myself nodding in agreement. And what I find disturbing about my experience is that I so frequently meet these responses from people actively engaged in education, and sometimes even from myself, whose major interest is developmental psychology. This total blanting concerning an area of research with the widest implications for our ideas about cognition is alarming.

Dr Boden is clear about the reasons why people not only don't know but don't want to know about artificial intelligence. There is the superficial, low-powered effect of the belief that it is "about" computers, or particularly likely to engage the interest and sympathy of the lay reader. She describes many systems of particular interest to educationists. Some are concerned with innumeracy and dyslexia. Elsewhere, though occasionally too facetious, are mostly delightful, and the book is rich in quotations from Lewis Carroll, the unconscious oracle of computer culture. This is the human being's guide to machine intelligence.

For Stage Two, with its emphasis on print, has no comparable book, and the new publishers should see this as a right; even if we later revise a handbook to fit a completed series, it will be their task also to bring to school those titles which have been selected, and perhaps add final measure of their value will be the way in which they expand on the book's design and style catered for extended work on the lines of *ELIZA*. The SHREWDU, which can demand expansions of ambiguous commands, like Clive's system which comprehends

people and that is an inextricably entwined one with machine people more like machines.

She observes briefly of the first difficulty, establishing with great clarity in the first few pages that the computer is a tool, not an end in itself, and using the homely example of a knitting pattern to illustrate an immediate and rewarding understanding of the nature of programmes. She also states very early in her position with regard to the second difficulty: "My own interests in artificial intelligence are biased towards its potential for countering the dehumanizing influences of natural selection, whose major interest is developmental psychology. This total blanting concerning an area of research with the widest implications for our ideas about cognition is alarming."

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For those who want to know, Dr Boden is the ideal mentor. Her grasp of the whole area is formidable, and her background in psychology and philosophy guarantees that the study is deep as well as broad.

Yet she writes in an easy, non-technical style, often interspersed with the final chapters where the complexity of her argument demands technical terms, but of computers, science, but of metatheory. Elsewhere, though occasionally too facetious, are mostly delightful, and the book is rich in quotations from Lewis Carroll, the unconscious oracle of computer culture. This is the human being's guide to machine intelligence.

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David Wright on Edmund Wilson

Edmund Wilson: Letters on Literature and Politics, 1912-1972. Edited by Elena Wilson. Routledge and Kegan Paul £12.50. 7100 5761 6.

A conspectus of the incredible variety and range of the interests and enthusiasms of the American polymath, this huge volume of Edmund Wilson's correspondence serves to spotlight the endemic industry, not to say provincialism, of twentieth-century English literary critics. The radius of Wilson's curiosity and learning included not only the great modern writers he helped to establish—Joyce, Yeats, Eliot, Scott Fitzgerald and Hemingway—but those of other literatures till studied in the original from Haiti to Hungary, from Pushkin to Jean-Richard Bloch. Many are brilliant essays on all subjects from translating Rimbaud to the art of biography, or the current destruction of serious literature by frivolous pedantry.

Most revealing are the letters to, and concerning, his friend Scott Fitzgerald. Many are brilliant essays on all subjects from translating Rimbaud to the art of biography, or the current destruction of serious literature by frivolous pedantry.

There are some startling judgments and one or two jolts. Wilson seems to have overvalued, of all people, Compton Mackenzie. Yet his point that Fitzgerald owed much to Sinclair Street is both surprising and valid. He undervalued Hardy, and contrived to feel for him as omnivore never to read D. H. Lawrence. He was hostile to Wyndham Lewis, lukewarm towards Ezra Pound, and never mentions William Carlos Williams. Although he endorsed his low opinion of Wallace Stevens, Wilson's taste was a trifle eccentric. His favouritism like Louis Untermeyer and Edith Sitwell, and more informed, and sees



This illustration, by Martin Ware, of the Charles Perrault story, "The Fairies", is one of many examples of the artist's work in "The Fox Tales of Charles Perrault". This edition, newly translated by Anglo-Celtic, is published by Gollancz at £3.50. The striking illustrations of the old school English and soft sets

backs, the structure seems in danger of falling apart with the ramifications.

D. M. Judge's commentary is informative for the background. But his criticism of shallowness in some characters seems to me misplaced, since their object is another kind of depth, in contrast to that in the whole literary canon.

Feathers which could give ample impetus for exploration in Brazil or sailing round the world or a raft with your grandmother. A happy reaction is an ultimately positive sign.

Through the exploration of individual minds and lives in Grecoville, its community is realised in its vitality and depth. Utterly fascinating in themselves, at times the lives become almost too many to summarise, never well with what has gone before. There is no argument, however, about the quality of Grecoville as a poetic experience of the life of man, and at one point just beyond half way, after prolonged flash-

backs, the structure seems in danger of falling apart with the ramifications.

As for the publisher's claim that the book is designed for "student, librarian, teacher, engineer, writer, and general public", I cannot see it being of much use to anyone other than a reader of old school English and soft sets. Most of them were old-fashioned liberal monographs. It is curious how often Wilson's view of the post-Wednesday "Elliott coincides with Drewe's". But Wilson is sharper and more informed, and sees

This discussion of the trade aspects of the EEC is marred by the complete absence of any mention of John Williamson's important work on actually measuring the effects on national wellbeing, and couched in an unfounded (and crass) assertion about the rosons market. If this were not enough, when one turns to the chapter on optimum currency areas, which is critical to the book since the theory of these areas is basic to monetary integration, one finds that the chapter opens with a totally incorrect definition of an optimum currency area.

This book is the right length, and the right price, to serve an important purpose; but it is discredited by its contents from doing so.

Unfortunately it does not live up

to that promise; the treatment of the subject is superficial rather than ample, and contains some basic errors. In Chapter One there are, for example, two such errors in a brief discussion of the motives for overseas investment. In the one-to-one currency, the author correctly notes that countries sometimes build monopolies of investment in their own countries; but does not realize that this does not mean that individual investors can profit. He also seems to consider it worth asking whether colonial considerations are the only factors which influenced investment decisions", surely a surprising question in view, for example, of the extensive British investment in Argentina.

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28 Resources

Science

Reviews commissioned by Chelsea College Centre for Science Education

Light on the subject

JOHN TRANTER on moth traps

Portable light trap	£21.00 (inc postage)
Professional model light trap	£31.00 (inc postage)
Mains control unit	£7.40 (inc postage)
6W actinic tube	£1.95 (inc postage)
Entech Services, 46, Mersey View, Liverpool, L22 6QB.	
Portable light trap	(Cat No YKT-380-D)
£30.00	
Griffith & George Ltd, 285, Ealing Road, Alperton, Wembley, Middlesex, HA0 1JY	
Robinson Mercury Vapour Moth Trap Complete (Cat No E749)	£55.00
Mercury Vapour Lamp (Cat No E754)	
Black Lamp (Cat No E754)	£11.50
Watkins & Doncaster Ltd, Four Thimble, Hawkbury, Kent TN18 6ED.	

Sampling populations of nocturnally active flying insects—particularly moths—is a simple task with the aid of some form of light trap. It is possible to use home-made constructions with tungsten filament lamps but many of these models, such as the "Rothamsted" design, involve the destruction of the captured animals in a killing jar.

This practice is now frowned upon. The Joint Committee for the Conservation of British Insects, for example, has produced a "code of practice" for catching insects (MAY, 1976, p. 10) which recommends that the insects can be released alive from the trap site at dusk or if this is not possible, during the day, in long grass or under cover from predators.

A number of light traps which do not involve killing of the catch are available from various suppliers. They also have the advantage that the light sources emit ultra-violet radiation, which are more effective in attracting insects than tungsten filament lamps.

Entech Services, of Liverpool, supply a range of portable light traps which can be mains-operated if necessary. The basic unit which is also available from Griffith and George Ltd, is designed to be carried to the sampling site in a rucksack and is collapsible and lightweight. Once assembled its dimensions are 250 x 250 x 300 mm high and this pack to 300 x 250 x 150 mm for carrying. Its weight is 2.25 kg.

The aluminium case of the trap is made of six panels which slot together. The base panel has a central hole through which polythene is fitted for drainage. The top panel has a large hole for the polythene collecting funnel which

supports the lamp unit in the top of the trap case. The transistor bellows pump box for the lamp is housed on the side of one of the upright panels of the case.

The lamp used in the trap is a 6 watt actinic 5 (BL) fluorescent tube, length 225mm, which has a current requirement of less than 1 amp. It is supported vertically in the centre of three baffles made of clear, rigid PVC. For reasport these baffles fold flat, but in the trap they are separated by a plastic clip. The lamp has a short lead which plugs into the bellast and there is about 2m of cable terminating in colour-coded spade tags for connection to a battery.

Batteries are not supplied with the trap which will operate from a 12 volt storage battery or car battery. If the weight of the battery has to be kept to a minimum for transport, a Lucas PUZ 5A (or equivalent) weighing about 3.5kg (140x140x80mm dimensions) is recommended. A complete unit for AC mains operation (220/250 or 110/125 volts) is available as an optional extra.

Also available from Entech Services is the professional model light trap. This is of a similar design to the basic model and employs exactly the same octube tube unit. The trap case is, however,

larger. The trap can safely be left out in the rain, dry weather, which drives into the trap being collected in the bottom drainage funnel outlet. If a mains unit is used, however, care must be taken to protect this from rainstorms as the unit is not waterproof. The light-activated switch is reliable and this is certainly a very useful feature. It is, however, bypassed if the trap is used with a mains unit.

Both traps are truly portable, being quite light and not taking up too much room in their collapsed state. Unless the lightweight batteries recommended are used, the additional weight of the 12 volt battery required may be quite considerable. The cost of the two traps is very reasonable, but the cost of the batteries can be almost as much as the cost of the basic trap.

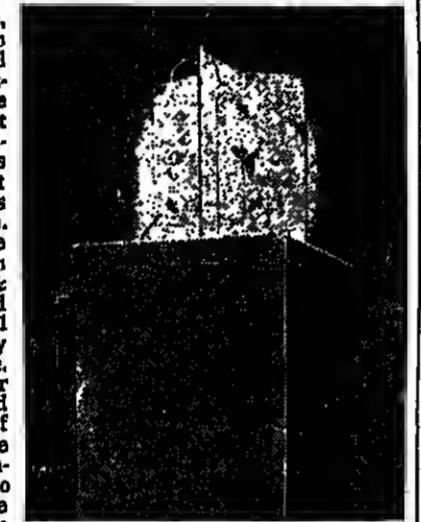
Another form of insect trap is the Robinson Mercury Vapour Moth Trap available from Watkins & Doncaster. Unlike the Entech and Griffith & George traps, this model is not truly portable, and it only operates on 220/250 volt AC mains.

The trap has a large circular container moulded out of rigid plastic. This has a diameter of 610mm at the top, 540mm at its base and is 260mm deep. There is a central gauze-covered drainage hole (diameter 60mm), situated in the middle of a raised portion of the trap base (diameter 190mm).

This light trap has the added facility of a 12 volt transistor ballast fitted with a solar switch. Thus the trap can be set during the day, and will automatically switch itself on at the onset of darkness and off at dawn. If necessary, the trap can be operated manually.

Both traps were easy to assemble and had to be fixed onto the base plate and a pair of clamps. Feeding holes can be bored on the side.

After approximately 2hrs of the trap weighed



The Robinson Mercury Vapour Moth Trap.

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30 Resources

Cottage industry

FRANCES FARRER on Nottingham's Museum of Daily Life

Just behind the Trip to Jerusalem, Nottingham's oldest pub (1189), is a row of seventeenth-century artisan dwellings which have recently become the Museum of Daily Life.

The cottages have had a chequered career. They stand on a site contained within Castle land which was for many years outside the jurisdiction of the constabulary and therefore an ideal sanctuary for villains.

At other times perfectly respectable coopers, dyers and brewers lived in the cottages, which are close to the river. From 1908 employees of the Water Department were housed there. And in the Second World War the cottages and nearby caves were used by the Home Guard.

Now the cottages at Brownhouse Yard belong to Nottingham Council, and have been restored very simply to present a picture of urban domesticity from about the middle of the eighteenth century. The work has been done on an extremely restricted budget: £7,500 so far, of which £1,500 had to be spent on carpet and a burglar alarm.

But Sheila Posles, the enthusiastic American who has got it all together, is not daunted by cash problems. "I think it's still fun when there's not much money", she says. "You can risk taking everything look very nice in a project like this."

Cute, it certainly isn't. The rooms are simple without being Spartan. Some are arranged to show the inside of an artisan home, as kitchen, bedroom, and sitting room. Others have more conventional museum displays: cases containing gauges, samplers and several cards, syringes and patent inhalers as well as changing small exhibitions.

Although some of the exhibits have come from the Castle Museum, many more have been donated. Margaret Mitchell,



Crafty art of the fairground

by Jüri Gabriel

The Fairground. Whitechapel Art Gallery until December 18.

Half the material in this modest exhibition is enthusiastically and successfully organized by Ian Starssmore in conjunction with the Whitechapel Gallery; historical; the other, and in some more important half because it demonstrates a continuing tradition, is either contemporary or nearly so.

There are nineteenth-century carvings ranging from rather tame Denzel rabbits and superb Anderson galliners, constructed with all the intricate precision of Japanese puzzle boxes, to a dragon's head reminiscent in style — though perhaps not in scale — of seventeen- to eighteenth-century Chinese wooden temple carving. There are juke boxes, antique amusement machines (don't miss the magnificent "Marksmen" made in 1914) with accompanying knowledgeable chat from the Pinball Owners' Association, blow-ups of woodcuts and engravings, an enormous collection of old photographs for sole 15p each, and late nineteenth-century engineers' drawings from Savages, the Rolls-Royce of ride manufacturers. There is a large working model of a fairground by P. J. Landes and a slide show which illustrates some of the problems of the showman's life, and which ends with a brief but effective colour essay on the visual aspects of the fairground.

And then there are asserted special events (ring 01-377 0107 for dates and times). Of these Shirley Cameron and Roland Miller's is the only one that promises to ruffle the niggling-skeeter feathers. If their set and accompanying slide commentary is anything to go by (no performance on the second day), the audience is in for a sort of rather wet, free-kidble treat normally reserved for the foyer of the National Theatre. The irony is that, in discussion, they dispel all the qualities so laboriously excluded from the work itself. Reward of the sudden "significance for who" in your back, and remember your Tom Wolfe.

The focal point of the exhibition, however, is the work of Fred Fawcett, a modest genius of 63, whose only serious rival is Edwin Hall. (Edwin Hall's is the Bon-Hur front that dominates room 2.) As graphic design his work is breathtaking. Utterlessness of touch, total control of vigour, depth, articulation and colour of balance; masterly use of outline to give an almost cloisonné effect; innovation so right as to be imperceptible. An ever-open mind (comic books, marble fireplaces, flowers, anything and everything is a potential source of inspiration) and a generous heart (Fred will give away his trade secrets to anyone who cares to ask).

Saw the exhibition, marvel at the crafty art of it. And then look around you at the next fair you visit, because you are seeing what are genuine British primitives rather than the camped-up varieties that one finds in commercial galleries.

Projected attachments

Griffin and George's new halight projector can be used in several ways by biologists and geologists, says the firm. It has an attachment which takes a small water cell so that live animals such as daphnia and hydra can be observed and measured.

Using polarising filters and a micro attachment the projector can be used as a polarising projection microscopé for observing stress patterns or thin rock sections.

The projector costs £49.50, the lamp £7, polarising kit £6, micro attachment £23.73 and for each set of three live cells the cost is £4.20.

Further information from Griffin and George Ltd, 285 Edgware Road, Alperton, Wembley, Middlesex.

Draft release

Aikens Drawing Supplies are offering two new drafting stands. The model S folds completely flat for storage or transport, and is made of coated steel tube. The Cub is said to be adaptable for use as a work table as well as a drafting board. Prices in a range of drawing boards are £103 for the model S and £72 for the Cub.

Aikens Drawing Supplies Ltd, 31 Sidcup By-Pass, Sidcup, Kent.

Careers and social dimensions

by Owen Surridge

Further Exercises in Careers Education. David Cleaton and Ray Heppell. Careers Consultants, £4.50.

With so many careers teachers crying out for practical aids David Cleaton's *Further Exercises in Careers Education* is sure of a welcome. It is a useful addition to the file of *Exercises in Careers Education* which he published last year. It offers a series of projects in the social dimension of working life, which careers teachers are increasingly recognizing as an important factor in wartime success.

The exercises cover such topics as reasons for the choice of a job, likes and dislikes at work and in other people, holidays, self-assessment, sources of advice, community organization and the economic and human problems involved in running a business. Each of the 15 exercises is clearly set out. The aims and preparatory work are described and there are hints about the running of the lessons. These details will not inhibit the experienced teacher but will be a great help to anyone new to the subject.

Since these exercises are supplementary to previous publications, they are performed fit into it if it is missing that this is more limited and thus slight duplication of topic. Nevertheless Mr Cleaton has scope for still more enterprising and self-employed may sound ambitious, but an undivided opinion does not regard in careers.

There is one drawback: exercises place a greater emphasis on the opinions of pupils and teachers. Almost

three-quarters of the schools responding had no children at all from a minority religious group taught in schools where they formed a religious minority.

Some evidence emerged that there were elements of a shared culture, in terms of common teaching materials, visits to the same cultural centres and sports played in school. In the triangle area this was further strengthened by close

relationships between primary schools.

Not only were joint activities occupied two-thirds of the places in Catholic schools' management committees, and about half the seats on controlled schools; Catholic schools, however, were less likely to have parents or teachers' representatives on their management committees.

The greatest difference was the high level of religious segregation of pupils and teachers. Almost three-quarters of the schools responding had no children at all from a minority religious group taught in schools where they formed a religious minority.

The triangle study, based on interviews with sixty principals, teachers and parents, focused on two issues—how the teachers viewed each other and each other's schools, and what they thought about the broader issue of segregated schooling.

None of the teachers had first-hand experience of teaching in the other school system, and all acknowledged their ignorance of how it

teachers who had earlier expressed complete ignorance of each other's schools.

There was almost unanimous concern about the social consequences of educating Protestant and Roman Catholic children in separate schools. Most strongly believe that, regardless of the operational similarities between the schools, separation encouraged the development of suspicion and hostile community attitudes among children.

The other response was the equally widely held view that the universal introduction of integrated schooling was quite unthinkable as anything but a long-term prospect. Reasons for this opinion varied considerably.

Many Catholic teachers were enthusiastic about integration; for some this was based on the value which they placed on the Catholic ethos in education—a concern which many mentioned, but none could define—while others feared that integration was, in fact, a enlightened plan for absorption into the state system, with most of the changes and career threats falling on the Catholic side.

However, even those teachers, Roman Catholic and Protestant, who favoured integration emphasized the importance administrative and political problems inherent in its introduction. The great majority felt that short-term integration was not feasible.

The major implication of these widely held opinions is that the emphasis in the immediate future should be on the establishment of more fruitful and constructive relationships within and between the existing two sets of schools. Points of contact should be improved; the "twinned schools" may be vehicles for strengthening existing links.

Perhaps more important, at a time when institutional reorganization is about to take place in Northern Ireland, it is essential to ensure that no scheme is adopted which further polarizes its schools along the existing divide.

John Darby is lecturer in social administration, New University of Ulster.

Education and Community in Northern Ireland: Schools Apart? by J. Darby, D. Murray, D. Bain, S. Dunn, S. Furkin and J. Harris.

might operate. It was felt that, in day-to-day matters, the differences would probably be minor. Despite this, there were differences in how teachers perceived each other's schools.

There was a tendency for Protestant and Roman Catholic teachers to describe the other's schools in quite different terms. The most common characteristic attributed to Catholic schools by Protestant teachers was the dominant role of the church. Descriptions of Protestant schools by Catholic teachers frequently included such terms as "cold", "rigid" and "more academic".

These descriptions were used with great consistency. There was no case of a Catholic teacher referring to clerical influence in controlled schools, and no Protestant teacher described Catholic schools as cold or rigid. Whether or not these judgments are accurate is another matter: they were made by the same

Schools apart?

John Darby

The Education and Community Project, based in the New University of Ulster and funded by the Ford Foundation, set out to study the similarities and differences between schools attended by Roman Catholic and Protestant children, and teachers' perceptions of the two school systems.

The central study was located in eighteen schools in the triangle area, bounded by the towns of Larne, Portrush and Portstewart, and based on interviews with principals, teachers, parents and members of management committees. This was supplemented by a postal questionnaire circulated to 250 primary and secondary-level schools throughout Northern Ireland.

The two sets of schools were similar in their day-to-day routines. There were close resemblances between the daily programmes of their principals and the qualifications of teachers; within the classroom there were close parallels in the use of streaming, setting and integrated curriculum; they shared a common hostility to parental involvement, and were generally unsympathetic about community projects. There were similarities

Lethal statistics?

Michael Syer

Norma Gibbes recommends *Talkback*, November 4, that the DES should collect many more statistics about "any pupil who is not perceived as white". Such statistics seem necessary because black parents often hear that their children are disadvantaged at school, but lack evidence either to support their complaints or to disprove them.

The collection and recording of statistics is fraught with difficulties. How would the children, and indeed the very existence of the numbers game, reinforce the view that black lives with us disadvantaged themselves—that if only there were fewer of them, the problem would disappear? This game effectively pre-empts the kinds of explanation it seems reasonable to consider.

The collection and recording of statistics is fraught with difficulties.

This challenges any assumption that equality of opportunity already exists, or that black children are disadvantaged only through being concentrated in areas where unemployment, inadequate housing, etc, are shared by equally disadvantaged white neighbours.

But, as Mark Bamham Carter pointed out, these figures are misleading. "Roughly speaking, convictions of indictable offences are under 21. Whereas about 12 per cent of the population of the Greater London area can be inferred from the census to be coloured, the proportion rises to 12 per cent of the adolescent age group. More important, in the inner-city area (where crime is highest), 18 per cent of adolescents have parents born in the new Commonwealth."

The immigrants entitled to the collection and recording of statistics can be compounded by their subsequent use. Even non-racists may mistakenly be misled when large amounts of data are condensed into "useful" summaries. The evidence of the Metropolitan Police to the Select Committee on Immigration and Race Relations, in 1976, is worth recalling.

Their report claimed that, of 103,252 persons arrested in 1975 for indictable offences, 12,640 (ie 12 per cent) were classified as being apparently of West Indian or African origin. Comparing this figure with the estimated black population—4.3 per cent—a disproportionate involvement is indicated.

However well-intentioned, such

expectations might increase rather than decrease racial discrimination. The collection of statistics depends upon an unlikely consensus of what is "rational" to record on super-efficient and benevolent recorders, and on an unobtainable non-ambiguity of categories.

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Moreover, the report's figures concerned arrests, not convictions in either of some importance. Other statistics in the report were also misleading, for robbery in Britain, for instance, increased by 46% between 1969 and 1974. In fact, this represented 34 arrests, instead of six.

Both official policy and action by parents should be based on informed opinion rather than ignorance. The worst dangers lie in bureaucratic centralized data collection.

Michael Syer teaches part-time at New College, Durham.

fall below 10,000 by 1984. This would result in a very small education authority compared with authorities such as Kent, Lancashire and Hampshire, which have school populations approaching a quarter of a million.

After reorganization of local government in London in 1963, it was decided to retain the London County Council Education Service, but to give political control to the newly constituted ILEA. This authority is made up of those 35 Greater London councillors who are elected for Inner London constituencies, together with a member nominated by each of the 12 constituent Inner boroughs and the City of London.

These elections work well in the United States, but there is no precedent for it within local government in Britain if one excludes the Education Board in the Isle of Man.

If the members were to be appointed on a Parliamentary constituencies basis as is now the case for the Greater London Council, it would result in an education authority with 35 members, each of whom

would be more likely to have an especial interest in education.

There is little doubt that the authority has much in its favour. It is small, and retains high collar senior staff, and it has an excellent reputation for the provision of schools for the handicapped, and in further and higher education.

These elections could be held at the same time and for the same period as for the Greater London Council, and should coincide with the elections to the London boroughs, and possibly including other interested local organizations such as employers' federations. This would ensure that local opinion is heard.

Direct elections would also have the advantage of achieving a limited degree of local government reform, without the disruption that inevitably follows more radical reorganization.

David Smith is Opposition spokesman on further and higher education, Inner London Education Authority.

Within the authority, which in eight out of 10 cases correspond geographically to the boroughs, it would be necessary to create two more divisions, since two of the existing divisions include two boroughs in their areas.

Within each division an advisory council should be set up, with nominated members from the borough council as well as representatives of the governors and headteachers from schools within the division, and possibly including other interested local organizations such as employers' federations. This would ensure that local opinion is heard.

Direct elections would also have the advantage of achieving a limited degree of local government reform, without the disruption that inevitably follows more radical reorganization.

At the same time, a deliberate attempt should be made to give more autonomy to the divisions

which operate. It was felt that, in day-to-day matters, the differences would probably be minor. Despite this, there were differences in how teachers perceived each other's schools.

Not only were joint activities occupied two-thirds of the places in Catholic schools' management committees, and about half the seats on controlled schools; Catholic schools, however, were less likely to have parents or teachers' representatives on their management committees.

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However, even those teachers, Roman Catholic and Protestant, who favoured integration emphasized the importance administrative and political problems inherent in its introduction. The great majority felt that short-term integration was not feasible.

The major implication of these widely held opinions is that the emphasis in the immediate future should be on the establishment of more fruitful and constructive relationships within and between the existing two sets of schools. Points of contact should be improved; the "twinned schools" may be vehicles for strengthening existing links.

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Education and Community in Northern Ireland: Schools Apart? by J. Darby, D. Murray, D. Bain, S. Dunn, S. Furkin and J. Harris.

It is required all schools to collect information categorized according to definitions that were decided centrally, ambiguities and contradictions in interpretations would be inevitable. This was so even of the apparently simple counting of "immigrants" according to the Form 7(1) definition.

If the DES were to require all

'When I was at school I'd have got belted for that'

Dave Luin on an open week with a difference

At Eastfield Secondary School, Lightcliffe, near Halifax, the penultimate week of the summer term is Open Week. "Eastfield Experience", as it is called, includes special exhibitions and the normal range of evening events—the swimming gala, fashion and physical education shows, an educational forum.

But the main emphasis is on the opening up of normal teaching for parents, representatives of local industry and anyone else to come in and observe. At any particular time during the week about half the lessons are open to all-comers.

The scheme was started in 1975 by the head, D. A. Cameron. This year his aim was to orientate Open Week towards the themes of the great debate; the nature and content of contemporary teaching, the relevance or otherwise of school to work.

Accordingly, the central exhibition was designed, in the words of the official brochure, "to show that present methods in education still incorporate the basic facts necessary in the understanding of a subject"; although "the presentation is more meaningful and relevant".

The exhibits consisted of comparative examples of teaching materials and pupils' work from 1957 and the present day. Particularly striking was a maths presentation, in which practical instances from the construction industry were contrasted with traditional textbook methods of learning theorems.

For the classroom the advances in teaching methods were perhaps not so immediately apparent in the eye of the observer. In a first-year science lesson a localised mother watched as children wandered about and chattered, while the teacher circulated from one group to the next. On this occasion another member of staff happened to be on hand to explain the apparent chaos.

Such a "follow-up" is probably necessary for most parents, who would otherwise compare their schooldays with these and simply conclude, "when I was at school I'd have got belted for that"—the reported reaction of another first-year mother.

The problems of relating to parents what is on lesson, pale before those of persuading them to come at all. The number of visitors in 1975 and 1976 had disappointed the staff, and this year extra efforts were made to publicize the event.

The head made statements to the local press, letters were sent to 80 firms and members of industrial training boards, and a school drama group toured the locality playing in the market place, bus station and pub car parks. The performances of the German passion play, *A Walk With Shylock*, were well received, causing one elderly lady to remark that "Eastfield School has put Lightcliffe on the map".

As a result, attendances were up on the previous year, though by far the greatest numbers were at evening events. A session for September's intake had their parents drew well over half those invited. While parents were induced into the operations of the school (and taught the distinction between school uniform and school dress), the children participated in a black light puppet show, *Sight and Sound*, a music and fashion show, had an audience of 250.

In stark contrast, an educational forum drew only a dozen or so parents, most of whom were there to criticize the "non-academic" nature of the school, at least in the view of one teacher. Despite a comprehensive policy during last decade, Eastfield is still a secondary modern, having been "on the conveyor belt for eight years", in the words of its deputy head, Richard Bailey. The latest of several reorganization plans has recently been submitted by Calderdale Metropolitan Council.

Daytime visitors to Eastfield totalled about 100 for the week, not as many as originally represented some 30 per cent of parents of the school's 900 pupils, in an area where many face problems in finding time to attend during school hours. Eastfield's constituency is predominantly working class and a mixture of urban and rural.

Out of three fourth year girls I spoke to, one had a parent visiting the school. A second explained that both her parents worked, and

hoped this would see the start of closer between the school and local industry.

A straw poll in the staffroom on Friday found general support for the Open Week idea. Someone felt that the price of accountability of teachers to the community included the need to be open to inspection by parents and others.

Another teacher was disappointed if parents didn't often have much to say when they did turn up. He wondered whether this was because "in some ways, we're used to the children. To being with them, re-examining our own youth and school analysis.

If there was a breakthrough, it came in the relationship of the school to local industry. Here, too, the response rate was about 10 per cent, but Harvey High, head of maths, was pleased with the reactions of the industry.

Visitors from local companies and the textile industry training board had been able to see modern techniques in the teaching of maths and technical subjects, and to discuss them with staff. He felt they had been convinced that the new methods worked, and Lightcliffe on the map".

Most accepted philosophically the relatively low attendance of parents in less

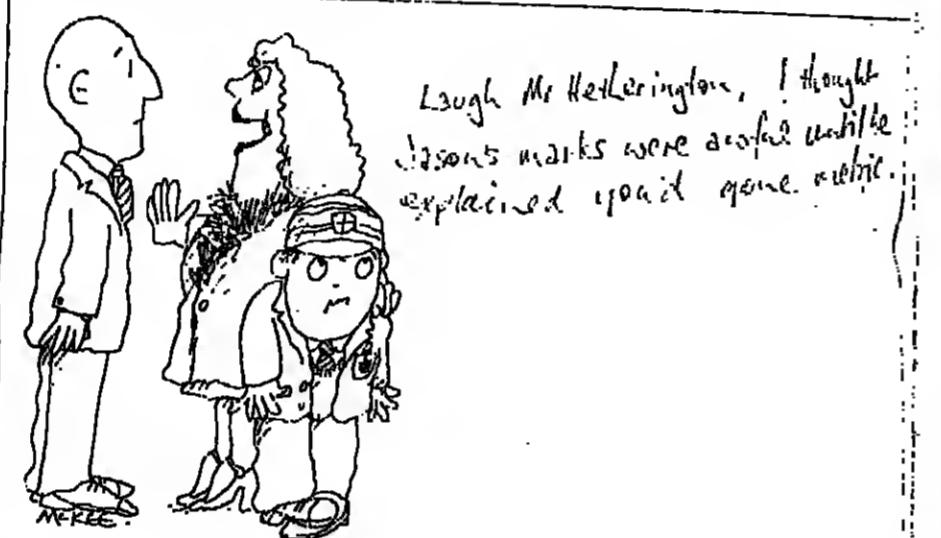
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one remarked that "sometimes it's like footdragging round like couch potatoes and dragging them out by the scruff of the neck". But the problem of involving parents in education is far from being solved in Eastfield Secondary.

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Showing teachers the way

Michael Merwitzer and Mark Tobin call for a major change in the priorities of educational researchers

One of the aims of the Green Paper has been to consider the feasibility of establishing some control over the curriculum and teaching methods. In an atmosphere of accountability, where teachers are being required to justify their practices, it advocates a "survey" of "what's going on in the schools," as a prerequisite for informed decision making.

Here, as with many questions surrounding the great debate, educational researchers could make an important contribution; but only if they are prepared to make massive changes in their priorities?

In considering the feasibility of a common core curriculum, one reason why knowledge of "what's going on in the schools" is necessary is that, while some strategies may be desirable in all classrooms, the suitability of others may vary with the context in which teacher is working.

There are some things a teacher in one class might rightly decide to teach, that one in another class might rightly decide not to teach. There are ways of teaching certain things that a teacher in one class might find effective, but a teacher in another class ineffective or worse still, counterproductive.

Educational researchers are typically interested in testing hypotheses derived from teachers. Current educational research—most classroom-based research—is little able to offer them. The "way it is" is not necessarily what the concepts it employs, often alien to teachers, questionnaires and HMs, can have been suggested as sources of information. Although useful, they do not provide the detailed information necessary to understand the needs of teachers and pupils in different settings.

If policy statements are made in the absence of knowledge of what happens in different contexts, there is a risk of encouraging insensitivity to the teaching needs of individual schools, classrooms and children. To prevent this, we need to know what happens when different curricula and methods are employed in different contexts. For example, what factors influence the success or failure of integrated studies, streaming and resource based learning in urban, rural and educational priority areas?

Research is needed to discover the problems teachers and children have with particular aspects of teacher strategies which have been found useful in helping to solve problems.

For example, one problem do first-year secondary school students find their teachers have ever: curriculum content and teaching methods; and what strategies for following them have been found effective?

Classroom-based researchers, it would seem to be best qualified to carry out this research. Judging from progress so far, and recent criticisms of educational research, it is doubtful whether they are up to the task.

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researchers, questionnaires and HMs, can have been suggested as sources of information.

Although useful, they do not provide the detailed information necessary to understand the needs of teachers and pupils in different settings.

The job of researchers is usually confined to the collection of data. While they may interview teachers, this is mainly to elicit information for the research report on a large scale to the questions underlying the great debate.

Many people seem to assume that the key to change within classrooms lies outside them; educational "experts", government ministers and local authorities are seen as those with important decisions to make.

In fact, the researchers' training makes them wary of influencing the teacher, and thereby contaminating the results. Yet researchers could help teachers to improve their teaching, simply by entering into a dialogue with them, in which they evaluate their current practices.

On the basis of their own observations and tests in the teacher's class, the researcher may be able to clarify what is going on in the classrooms, and what might have changed.

An extension of this approach is to help teachers do their own research. This may involve providing them with techniques for diagnosing the potential needs of pupils, assessing the effects of materials or curricula, or different teaching methods.

Many apparently complicated research techniques could be used by teachers if they were shown how to use them in their class.

Research can help to promote and monitor improvements, but only if it is prepared to change considerably. If not, an atmosphere of "accountability" is likely to spread fear among teachers and rightly so. Teachers need to feel that they can use research as well as be used by them.

Research needs to be directed towards asking questions to which teachers, not academics, want answers. As well as asking written and presented in a readable, interesting form. All this would require a turn-

Michael Merwitzer and Mark Tobin are in the department of educational research at the University of Leicester.

EXTRA

Music



Enthusiastic appreciation at last year's Schools Prom

A little hope and glory

A curtain raiser to the Schools Prom by Hilary Finch

Three months ago, the last ticket for the Schools Prom was sold. After five days' time, unless your TES arrives late, it will all be over. And you will have read about, talked about, and eavesdropped on conversations in theroy behind about the high level of musical aspiration, the credit due to teachers, parents and local authorities, the way that music stubbornly thrives against all odds.

Each year it happens, each year it is reported—and if you are interested enough to be reading this, you probably know enough about the history of the Schools Prom anyway. So what is new behind the curtain this year? You may have noticed that the new breed, a greater variety of types of performers in two evenings (even in one evening, if you remember) than many concert halls do in six months.

In the first prom there was a steel band, a recorder group, a dance band, a wind quintet; last year a brass band appeared, and as well as a jazz group, a percussion group and an early music group. This year there are still more surprises: a guitar ensemble, a band of bagpipers, a string quartet, a clarinet quartet, and two groups from the Soviet Union.

If you were at the prom last year, or if you live near London, it is more than likely that you'll have heard—and remembered—the Kingsgate School Dance Band. So no more surprises for them. But the man who formed the band in 1968 and entered them in 1971 for the National Festival of Music for Youth moved to Hillingdon in 1974 and started in his own group, collecting children who were not involved in any sort of music making, and forming the Hillingdon Borough Beet Band. Ted Martin (head of woodwind in the borough) took his group of 25 to Germany for 11 days in July. "I didn't know then that he'd be playing the other side of the interval from his big brother," Jackie Thomas is in the fifth form of Middlesbrough comprehensive; five years ago, she and her brother and two other members of the Tone Side Youth Orchestra decided to form the Cleveland String Quartet. From a remarkably wide repertoire, they'll play, on Tuesday night, the second and third movements of Shostakovich's Third Quartet.

Was this a friendly gesture to our Soviet visitors? Jackie Thomas assured me that their choice was based on purely musical considerations: they've played and enjoyed the fifth and eleventh quartets before, and just thought that'd be another. They've made themselves available to play and this is one they all happen to like very much.

She started the group four years ago and now plays every Friday night.

From singing to pop

The new battle ground in musical education. By Tony Attwood

In the early days there was singing. Then came the general availability of the gramophone and class singing time had to be devoted to musical appreciation. But the trouble with musical appreciation was that those doing the appreciating were not, at least in the strict sense, actually doing anything

of course, it was argued, you can be "active" in your listening, but who is to tell when a child in the corner with a glazed expression on his face is actually appreciating and when he is daydreaming?

And so appreciation had to take into account stored in ring allocation with "creative" music making. Started on by the writings of Julian Paynter and Brian Dennis (among others), the music teacher cast aside his record player and brought out the classroom instruments.

They concerned themselves particularly with inner city schools and took a long hard look at the practicalities of actually teaching music in some of the country's most difficult educational establishments.

Singing, they argued, was still possible in the first and second years if the children were willing to accept the songs they were asked to sing. This meant finding songs which were relevant to their everyday lives—and the solution was found in pop songs.

These were generally not too soon for the children had heard on record (which usually led to a weak imitation of singing, incomplete with Americanized vowel sounds) but songs taken from LPs which the children would find new, but nevertheless acceptable.

But then, no sooner had the "creative" area of work gained a firm foothold than the pop music movement reared its head. How

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Pop Workbook

Tony Attwood and Paul Farmer

Pop Workbook, written by two teachers who have both been actively involved in using pop in the classroom, has been designed to be used with maximum flexibility in English, Social Studies or Music lessons, with 3rd to 5th year classes, or with day release students in Colleges of F.E. It is the first book of its kind to be entirely based on pop music and it consists of eight sections of text, on themes ranging from superstars to issues like race and women in pop. Within each section are three or more units each dealing with a particular aspect of the section theme and illustrated with photographs or line drawings.

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Providing the hazards

Tim Albert meets the Rehearsal Orchestra

An unusual but useful British training orchestra has celebrated its 21st birthday. It's been providing an up-to-date pop music education for five years. The money is to go on administration costs, an enlarged programme of courses, and an 18 scholarships which will enable young musicians to participate. The scholarships are to be named after the late conductor Rudolf Kempe, a former patron of the orchestra.

At the appeal's launch earlier this year, the orchestra's president, Sir Charles Groves, said: "There is a gap in the professional life of orchestral musicians in this country. Notwithstanding the excellent material that is to be found year after year in the publications, one of the main difficulties associated with the orchestra is always find it extremely difficult to recruit the right type of player, in particular string players."

The orchestra in question is the Rehearsal Orchestra. It was founded by Harry Legge, then a violin player with the Royal Philharmonic Orchestra, during the 1957 Edinburgh Festival. The idea was to enable interested and talented young people to study and play through—in other words, rehearse—during the day the music that the major orchestras were due to play in the evenings.

The first sessions were in the University Union, in Edinburgh. "It's the most resonant hall in the world," says Harry Legge. "We had to put rugs on the walls to dampen the sounds."

The watershed had been the successful persuasion of Sir Thomas Beecham to be the Rehearsal Orchestra's first patron. Inevitably, there is an anecdote here. Harry Legge recalls: "When I first asked Sir Thomas he said, 'But it always rains in Edinburgh.' I said that was the point, and that the Rehearsal Orchestra would enable us to keep continued on opposite page



The Rehearsal Orchestra in session.

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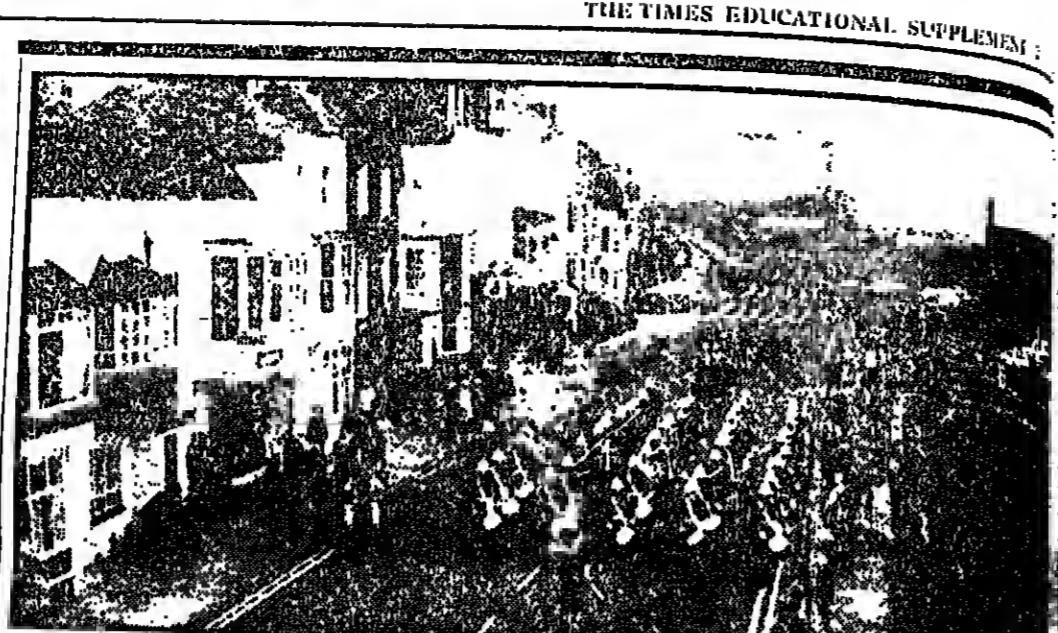
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The band of the Royal Marines School of Music plus the Royal Marines at the Depot Royal Naval Dockyard, exercising their right to march through Deal, drums beating, bugles fixed.

On the flight deck

The Junior Band of the Royal Marines School of Music. Report by Adeline Hodge

The Junior Band of the Royal Marines School of Music are among the youngest and most versatile of professional musicians. With an average age of 17, they sound as dashing as they look when they strike up on the flight deck of a carrier, at Wembly, in the Royal Festival Hall or at a cathedral service. What kind of training turns out these smart young players?

The boys are recruited after a six-week introduction to basic military discipline, foot drill, physical training and an adventure course away from Deal. For this the latest group went to Scotland for two weeks. After that the boys spend 90 per cent of their time playing their instruments.

Each week they have three or four 45-minute lessons from highly-qualified civilian music tutors, and these are closely followed up in classroom and practising room, each under the supervision of untrained instructors from the Royal Marines Band Service. Instruments are hired and maintained by the school, though the boys may buy and play their own instruments.

There are plenty of opportunities for playing together in chamber music and jazz groups as well as in the band and orchestra. The 40 boys in the Junior Band get an appealing mixture of service life by heating, eating, working outside the barracks, and playing at local concerts, services and regattas. Recently they provided the ship's band on the Concorde tomorrow.

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to the players and the music deserves support.

Somthing must inevitably be done to improve communications with the public. In this respect the Network, and notably the regional arts association representatives as well, evidently do not have the kind of managerial competence required, and they must either be trained or the Network formed into a professional public relations concern.

Or the alternative, the latter is probably preferable in the short term: the funds necessary for a public relations programme might be scarce, but might equally lead to an increased intake of funding.

Clearly the profit-making incentive at present given to regional arts associations is not working, and should be given to an independent body capable of profiting from it.

It is a fact of life that it takes a professional body to win the support of local business, broadcasting and the newspapers, not to mention the record industry. The chronic weakness of contemporary music in the record industry is intriguingly related to the absence of professional resolute among its ordafoad patrons.

A second change, one which has been considered and rejected in the past, is to leave the contemporary music on offer with other kinds of music. We are now living in a post-contemporary age, in the sense that we are now aware that there is much to discover in the art of formal times and other places, as well as that of today.

The British Section of the International Society for Contemporary Music is one of the few bodies by which an aspiring composer

might hope to win recognition without rendering himself obscure, where the support of his friends is concerned, of course.

This would be quite a feat, so bad. If one could assure himself of the good quality of his music, he would be assured of its success.

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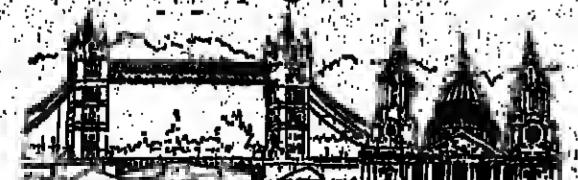
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Other Appointments

Primary Education

Headships

BEFORDSHIRE EDUCATION OFFICE, FARNHAM ROAD, BEDFORD, MK4 2JL

APPLYING FOR THE

HEADSHIP OF THE LOWER SCHOOL, ST. JOHN'S C. OF E. PRIMARY SCHOOL, FARNHAM, MK4 2JL

AN INVESTIGATION

IS BEING MADE INTO THE

APPOINTMENT OF A HEADSHIP

FOR THE LOWER SCHOOL,

ST. JOHN'S C. OF E. PRIMARY

SCHOOL, FARNHAM, MK4 2JL

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FOR THE LOWER SCHOOL,

ST. JOHN'S C. OF E. PRIMARY

SECONDARY
continued**Pastoral****Other Posts on
Scale 2 and above****NURITAN**

(London Borough of) NURITAN SCHOOLS £1244NP (£1200 net remunerational). Posts required for January 1978 or earlier. Applications for Scale 2 posts should be sent to the Headmaster of the school. Applications for Scale 2 posts are invited to make application as soon as possible.

Applications, giving full curriculum vitae and salary scale, to the Headmaster, Nurtan School, London NW10 6PT or Secretary Allowance (£1201 or above).

Further details and application forms may be obtained from the Headmaster, Nurtan School, London NW10 6PT, by December 1977.

City of Manchester Education Committee

Unless otherwise stated all posts are available from January 1978, and application forms, together with further particulars, are available from the Head of the school to whom they should be returned by December 1977.

SCALE 4**ABRAHAM MOSS CENTRE**

Crescent Road, Manchester M6 6UH

Required for September 1978, or earlier if possible.

HEAD OF ENGLISH

(Re-advertisement)

To take responsibility for the organization, development and control of English in the school. The 11-16 school and for links with the Open College component of the centre to ensure the continued responsibility of this post will reside within the 11-16 school, the person appointed will be responsible for English to post-10 students in the College, perhaps including A-level work. The job offers an excellent contribution to the development of the central area of the curriculum, and candidates of vision, energy and enthusiasm are invited to apply.

Exposition of an interest in the development of materials and the promotion of independent learning will be an advantage.

Assistance with removal expenses is available.

For application forms (returnable by December 1977) and further particulars, send a stamped addressed envelope to the Center Administrative Officer, the Abraham Moss Centre, Crescent Road, Manchester M6 6UH.

SCALE 1**BURNAE HIGH SCHOOL**

Burnage Lane M15 8QH

Teachers for the following temporary appointments:

MATHEMATICS to 'O' and 'A' level; ENGLISH to 'O' and 'A' level; ECONOMICS with Accounts to 'O' and 'A' levels; RELIGIOUS EDUCATION (one term).

Assistance with removal expenses is available. Application forms give in approved cases for full-time appointments.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

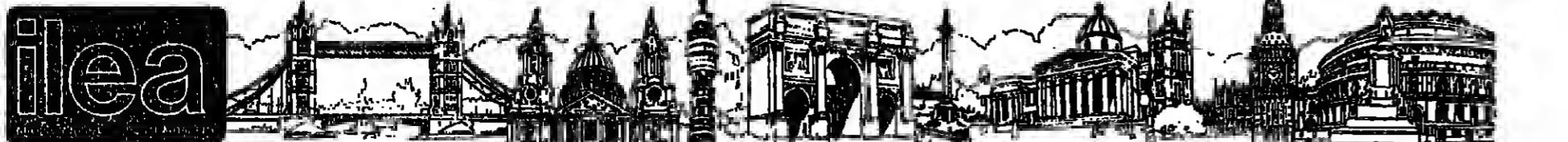
The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments, who are qualified in the following subjects:

Design and Technology Mathematics

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (TSI), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or, if you are welcome to telephone 01-633 8101 for further details.

KENT**EDUCATION COMMITTEE****HEAD OF DEPARTMENT****Physical Education****Heads of Department****CORNWALL****EDUCATION COMMITTEE****HEAD OF DEPARTMENT****Other Posts on
Scale 2 and above****CORNWALL****EDUCATION COMMITTEE****HEAD OF DEPARTMENT****HARINGAY****EDUCATION COMMITTEE****HEAD OF DEPARTMENT****HARINGAY**



ilea

Qualified Teachers invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

Inner London Area Payment (£200 per annum) in addition to the appropriate Bursary salary scale.

Household Removal Expenses will be paid wholly or in part according to the number of dependants, household posts with the Authority where a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the members of family up to a normal maximum of £75, but payment in excess of this amount may be considered. Further details and application forms can be obtained from another Authority, in appropriate cases, receive assistance with the legal costs of house purchase (up to £250) and a grant towards the cost of obligatory expenditure such as change of electricity or gas services, fitting carpets or curtains etc. where such expenses are incurred in connection with an appointment. In addition, a dependent allowance may be paid if it is dependent family home to be left in the previous home while new accommodation is obtained in London. These allowances may be paid for a period not exceeding six months.

The Authority's scheme of assistance with the cost of travel is used equally for appointments where the letters 'AT' are shown.

Application forms for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication.

SECONDARY SCHOOLS

Headships

Please see separate Headship display advertisements for Central London, Southwark, Lambeth, Hackney, Islington, Newham, Tower Hamlets, and Redbridge.

Deputy Headships

LONDON NAUTICAL SCHOOL

11 Stamford Street, EC4

Hall: 01-580 7400

Chairman: Mr. G. J. H. Smith

Hall: 01-580 7400

Cheshire

Application forms (send s.a.e.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given if approved cases.

J. R. C. TOMLINSON, A.M.I.
Director of Education.

HEADS OF DEPARTMENT

- HEAD OF MATHEMATICS, Scale 4
- HEAD OF ENGLISH, Scale 4
- HEAD OF SCIENCE, Scale 4
- HEAD OF ART, Scale 4
- HEAD OF GEOGRAPHY, Scale 3

Lynum Secondary School,
Greenbank School Road, Lynum.

This mixed 11-16 secondary school with 800 on roll will become comprehensivc from September 1, 1978, when a 5% FE component intake will be realised. The High Form, at present 100, will be increased to 120. Substantial extensions to the school are in the process of completion.

1. A level course already established.

2. Advanced level courses.

3. New language laboratory, audio-visual and language room to be ready in January, 1978. At present French is taught at all years. 1, 2 and 3 and as option in year 4 and 5. German is taught at all years. French is compulsory.

4. A purpose built Art area will be completed in January, 1978.

5. A level course already established.

SCALES 1 POSTS

1. CHEMISTRY, 2. MUSIC, 3. BIOLOGY.

Winsford, Woodford Lodge Comprehensive School,
Woodford Lane West, Winsford.

(Mixed 11-16 Comprehensive of 1,000 pupils)

The school which opened in 1971 is purpose built and has excellent facilities in all departments. Required for January, 1978.

1. Up to Advanced level. An ability to teach some Biology or advantage.

2. Temporary.

3. Temporary for two terms. An interest in Child Care/Health Education would be helpful.

PHYSICAL EDUCATION/ART AND CRAFT

Northwich County Grammar School for Girls,
Chequers Road, Eastwich, Cheshire CW9 6JZ
Required for the Spring and Summer Term, 1978. A qualified teacher to elicit in the teaching of PHYSICAL EDUCATION and ART/CRAFT. The post is a temporary one prior to secondary reorganisation.

Scale 2 available for suitable applicant.

Education Experiment

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial Applications (including age, qualifications, experience and the name of the Head of School) should be sent direct to Head of School, together with a stamped addressed envelope to Head of School, Oldham School, Small Heath B16 5HU. Teacher for Creative METALWORK with interest in Jewellery and Silverworking together with graphics an advantage. Scale 2 available for suitable applicant.

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

St. Alban's C.E. School, Angelus Street B12 8JU
Required January, 1978. HEAD of 6TH. EDUCATION, Scale 3. Commisnate Member of the Church preferred.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of School at whom the post is located, together with the names of two referees and a stamped addressed envelope.

ALDRELLA SCHOOL, SHARO END B34 7JA
(570 boys)

Required January 1, 1978. It possible:-

(a) Assistant Teacher for MATHEMATICS.
(b) Assistant Teacher to teach English in the Languagc Department mainly in FRENCH.

The ability to help in the Art Department will be an added recommendation but is not essential.

Colne Farm School, Bridgwater Road, Sharnbrook, MK4 8NY

ART Teacher. Interest in Photography or Pottery would be an advantage.

Dame Elizabeth Cadbury School, Woodbridge Road, E30 1UL
Teacher of ART. Two term appointment; appointment for one term, to teach Drawing and Painting up to O.B.E. level in well equipped department.

Hodge Hill School, Broadford Road, B32 3UB
Required January 1, 1978. MATHEMATICS Teacher. (one term) post will be a possibility of becoming permanent in September to adapt across the whole ability range. -

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 1 POSTS

Ashbourn, Matlock & D.C. School, White's Road, Wirksworth, Derbyshire DE10 7EH
(scale 3)

(a) Required as soon as possible. Assistant Teacher for ENGLISH. An ability to teach Mathematics in the Lower School would be an advantage.

(b) Preferred teacher for ENGLISH.

(c) Temporary Teacher for COMMERCE/ECONOMICS.

Application forms available from Clerk to the Governors of school.

Holy Trinity R.C. School, Darley Road, B32 8AX
B.P.S. Allowance.

(d) Teacher of ORAMA (ability to teach P.E. an advantage). (e) Teacher for SOCIAL STUDIES (ability to teach Commercio an advantage).

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

SECONDARY

Technical Studies

continued

Scale 1 Posts

NOTTINGHAMSHIRE COUNTY COUNCIL

TEACHERS IN THE LEARNERS' CENTRE

Applications are invited from suitably qualified TEACHERS for the LEARNERS' CENTRE, 100, Nottingham Road, Nottingham, NG1 1LH.

Required January, 1978. TEACHERS in the LEARNERS' CENTRE, 100, Nottingham Road, Nottingham, NG1 1LH.

Applications forms (stamped addressed envelope) available from the Director of Education, Education Department, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

Please quote reference 25/11 on correspondence.

Secondary

BYGMORE SCHOOL, Cannington, Bridgwater

(150 Boarders, 40 day boarders) 13-16 age-range.

For January, 1978, or as soon after as possible, teacher of WOODWORK to teach throughout the school. TECHNICAL DRAWING and/or BUILDING CONSTRUCTION.

Required January, 1978. SALARY up to Scale 3. Agriculture is the motivation of the boy at this Secondary Technical School.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

TRAFFORD

TRAFFORD BOROUGH COUNCIL

SECONDARY SCHOOL POSTS

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

WIRKSBURY

SOUTHERN AREA

SECONDARY SCHOOL POSTS

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

Primary

ANDREW'S CE VC JUNIOR, Burnham-on-Sea (310)

For January or April, 1978, experienced teacher, scale 2, for first year Juniors. Ability to take charge of Resources and Visual Aid Equipment.

Application form, returnable as soon as possible please.

MARK VC First, near Highbrook (72)

(5-6 age range)

For January, 1978 enthusiastic infant teacher, scale 1, for this three class village school. Ability to teach football an advantage.

Interview date 25/11 on correspondence.

Other than by Subject Classification

Heads of Department

EDINBURGH

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

HAMPSHIRE

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

LOTHIAN REGIONAL COUNCIL

EDINBURGH DIVISION

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

BERKSHIRE

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

BERKSHIRE

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

LOTHERINGIAN DIVISION

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

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Interview date 25/11 on correspondence.

EDINBURGH MOUNT

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SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

EDINBURGH MOUNT

SECONDARY AREA

SECONDARY SCHOOL

Required January, 1978.

Applications forms (stamped addressed envelope) available from the Head Teacher, 100, Nottingham Road, Nottingham, NG1 1LH, by Jan. 1978.

Interview date 25/11 on correspondence.

THE ROYAL NATIONAL INSTITUTE FOR THE DEAF

A TEACHER is required to support a rehabilitation programme for deaf young men, who have behaviour difficulties, at RNID's Residential Training Centre in South Devon (28 trainees). This is an important post since trainees have poor language development and are seriously retarded educationally. A teacher of the deaf would be most suitable for this position, though teaching experience with mentally handicapped people could be acceptable. An understanding of the needs of retarded deaf young men is highly desirable and, essentially, the applicant will need to

SPECIAL EDUCATION CONTINUED

HORSEY
NURSES FOR HEARING IMPAIRED CHILDREN
Applications are invited for qualified TEACHERS OF THE DEAF for Horsey Nurseries. These qualified and experienced TEACHERS OF THE DEAF are required to teach children with hearing impairments until such time as they are able to attend school. It is one of two units, the second unit being for children with moderate hearing loss due to meningitis. In April 1978, there will be a further unit for profoundly deaf children and additional personnel in accordance with the new scale.

Applications for the post should be made to the Director of Training, Royal National Institute for the Deaf, 100 Newgate Street, London EC1A 7BY.

Robert W. Bayes,
Officer in Charge,
Education, Royal National Institute for the Deaf, 100 Newgate Street, London EC1A 7BY.

OLIVESTERSHIRE
NATIONAL CHILDREN'S HOME
ST. MARY'S NURSERY

Required for September 1978, with immediate effect, a female TEACHER OF THE DEAF, aged 21-30, to teach children with moderate hearing impairment. Applications for the post should be sent to the Director of Training, Royal National Institute for the Deaf, 100 Newgate Street, London EC1A 7BY.

Class TEACHERS, Scale 11 plus £1000 Bonus.

Required for September 1978, with immediate effect, a female TEACHER OF THE DEAF, aged 21-30, to teach children with moderate hearing impairment. Applications for the post should be sent to the Director of Training, Royal National Institute for the Deaf, 100 Newgate Street, London EC1A 7BY.

Details from:

100 Newgate Street,

London EC1A 7BY.

Telephone 01-242 4377.

Applications for the post should be sent to the Director of Training, Royal National Institute for the Deaf, 100 Newgate Street, London EC1A 7BY.

Details from:

100 Newgate Street,

London EC1A 7BY.

Telephone 01-242 4377.

Details from:

100 Newgate Street,

London EC1A 7BY.

Telephone 01-242 4377.

County of Cleveland SPECIAL SCHOOL SCALE 2S POST

THORNHILL SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN

Elwick Road, Herlepool, Cleveland

Required for Easter, 1978, or earlier if possible, a qualified teacher for primary age pupils in this new school. Applicants should have an interest in working with pupils with a wide range of physical disabilities and some teaching experience. Salary scale, as the person appointed will be required to assume some responsibility for the co-ordination of the language skills curriculum. Financial assistance with household travel expenses is available in approved cases.

Application may be made by letter or an application form obtainable from the Head Teacher at the address given above. Applications, stating qualifications and experience, together with the names and addresses of three referees. Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

CHURCH OF ENGLAND CHILDREN'S SOCIETY HALLIWICK SCHOOL, WINCHMORE HILL, LONDON

Our Further Education and Training Day Centre at Winchmore Hill provides varied facilities and assessment for 15/19-year-old physically handicapped (ESW(M)) and (S) young people. The Centre is purpose built and adjoins an existing residential/day school for multiply handicapped children. It is expected to open after Easter, 1978.

A WORKSHOP INSTRUCTOR
is required for this unique experimental project. The person appointed will preferably have some industrial experience combined with experience of multiply handicapped children or adults, and qualified teachers with relevant training or experience will also be considered. Salary either NJC Scale for Staff in Adult Training Centres or Burnham FE Scale.

An ASSISTANT TEACHER
is required to teach a small intake of young people a wide variety of simple crafts and other leisure activities. There will be some overlap between leisure and workshop activities and the arts/crafts teacher will be expected to work in liaison with a Workshop Instructor. Applications are invited for this post from suitably qualified and experienced teachers. Salary scale Burnham for FE Teachers.

A REMEDIAL TEACHER
is required and applications are invited from suitably qualified and experienced teachers. There will be an individual programme for each student, and it is expected that some students will require intensive further education in language development, communication skills, literacy, numeracy, etc. Salary Scale Burnham for FE Teachers.

NON-RESIDENT ASSISTANT TEACHER
Due to an increase in the staffing establishment and consequent reduction in size of teaching staff, a vacancy for a non-resident Assistant Teacher will arise from the beginning of 1978, at Halliwicks School. This is a recognised residential/day school for 10/15-year-old physically handicapped children who are also ESW(M) and (S) and may have additional handicap.

Applications for this post are invited from suitably qualified and experienced teachers. An interest in qualifications in teaching ESW(S) children and some musical ability would be an advantage. Salary Burnham Scale.

The Society is a Christian organisation and some staff members have strong religious beliefs. A Christian faith is an advantage.

Applications for this post are invited from suitably qualified and experienced teachers. An interest in qualifications in teaching ESW(S) children and some musical ability would be an advantage. Salary Burnham Scale.

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NATIONAL YOUTH BUREAU
on behalf of
Consultative Group on
Youth and Community Work Training
RESEARCH WORKER

Required to undertake a study of the careers of workers who have been students on the specialist youth and community work courses and the full-time staffing position in the Youth and Community Service. The project will be completed in two years and applicants should have some knowledge of the youth and community work field and its terminology as well as relevant research expertise and experience.

The salary will be on the Local Government P01 Range (£5,210 to £8,578 per annum) and the appointment is likely to be made at the lower end of the range.

Further details and application forms from: The Director, National Youth Bureau, 17-23 Albion Street, Leicester LE1 6GD [0533 536911]. Closing date for applications is Monday, 12th December.



YOUTH LEADER - £4,008 - £4,524
+ £312 + pay supplement 1977

EASTHAM YOUTH CENTRE

Applications from suitably qualified and experienced persons only. This Centre is situated in a large mixed residential area on the Wirral Peninsula. It is purpose-built with a membership of 900-1000 young people, with a full-time deputy leader and an adequate staff of part-time leaders/instructors.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 8NH (telephone 051-647 7020 ext 118) returnable by 9 December.

Teacher/Adviser for Community Education

Burnham Scale 4

To work in a group of schools in a disadvantaged area of the city. The successful candidate will be based in a small community education resource centre in one of the schools in the area, and will be expected to provide leadership and support for innovative work in some of the following areas:

Home/school relations

Curriculum development

Informal adult education

Pre-school provision

Communication skills (not E2L)

In-service training

This project is already well-established and on-going support is required for the initiatives already developed. However the teacher/adviser will have ample opportunity to work on his/her own initiative, but will also be expected to co-operate with four other colleagues leading similar established schemes in other areas of the city, under the community education adviser for the city.

Candidates should be mobile, qualified teachers with experience in relevant fields, and should be available as soon as possible.

Applicants are reminded that concerning eugenically disqualifying. Further particulars and application forms from Director of Education, Council Offices, Coventry CV1 5RS. [Telephone 0203 26555, Ext. 2104] returnable by 9th December.



YOUTH AND COMMUNITY SERVICE
continued

DORSET

COLLEGE OF YOUTH & COMMUNITY SERVICE Applications are invited from suitably qualified and experienced persons for posts in the service of the College of Youth & Adult Education in the service of the Voluntary Youth Units in Shoreham. The development of these units is a new and important function for the College.

THE COLLEGE, LEAVENWELL, THE COLLEGE OF YOUTH & ADULT EDUCATION, LEAVENWELL, NORTHUMBERLAND NE15 8JG. Applications are invited for posts after excellent experience in youth work, particularly which provides in-service training and facilitates excellent support services.

Salary scale in range of salary supplements to £312 plus £312, plus £312 + pay supplement to £312. Range 5-12, plus £312 + pay supplement to £312. Grade 2-3, plus £312 + pay supplement.

Assistance with removal and re-education.

For application forms, returnable by 4 December 1977, and further information, contact Mr. D. J. H. Thompson, Staffing Officer, Education Department, County Hall, Shire Hall, London, EC1A 7AJ. Please state which post you are applying for and no later than.

GLoucestershire COUNTY COUNCIL Applications are invited from suitably qualified persons for the post of WARDEN, EXMOOR.

MAISON YOUTH CENTRE Manager.

Salary £2,712 to £3,337 plus salary supplements to £4,412 in accordance with the pay scales for Youth Leaders and Community Workers.

Further details and application forms from the Child Education Centre, 123, Shire Hall, Gloucester GL1 2TP, leaving date 12th December 1977.

Please state which post you are applying for in your application.

LONDON NW3 INSTITUTE FOR YOUTH & COMMUNITY SERVICES An educational project for 12 boys housed in a former school with a large youth centre, will require a person to assist in teaching, work with visitors, help with administration, etc. A trained and experienced person, aged 21-25, with at least 3 yrs. as a youth worker, and ability to drive, would be an advantage.

Apply by letter to Alan Taylor, 2743 West End Lane, London NW3, leaving date December 1977.

NEWCASTLE UPON TYNE EDUCATION COMMITTEE, APPROVALS UNIT, YOUTH & COMMUNITY EDUCATION CENTRE A suitable qualified and experienced person is required to manage the Newcastle Community Education Project which includes the Youth Project and the Adult Education Project, both located in the Newcastle upon Tyne area.

Further details and application forms from the Child Education Centre, 123, Shire Hall, Gloucester GL1 2TP, leaving date 12th December 1977.

Please state which post you are applying for in your application.

HERTFORDSHIRE NORTH HERTS AND SUFFOLKE YOUTH AND COMMUNITY SERVICES YOUTH & COMMUNITY WORKER HOWARD LYNN HOUSE We are seeking a suitable qualified and experienced person with the ability to contribute to the development of the work of Howards Farm House, a family centre for disabled children in the New Town of Stevenage.

Salary and conditions of service in accordance with the latest pay scales for Youth & Community Workers.

Further details and application forms to be obtained from the Head of Department, Social Services, Howard Lynn House, Stevenage, Herts SG1 2LY. Please return by December 1977.

SALON

EDUCATION COMMITTEE APPROVALS UNIT, YOUTH & COMMUNITY EDUCATION CENTRE

A suitable qualified and experienced person is required to manage the Newcastle Community Education Project which includes the Youth Project and the Adult Education Project, both located in the Newcastle upon Tyne area.

Further details and application forms from the Child Education Centre, 123, Shire Hall, Gloucester GL1 2TP, leaving date 12th December 1977.

Please state which post you are applying for in your application.

KENT Mission in Britain needs a full-time teacher to lead a team working among boys of 10 and 12 years of age. The post requires considerable administrative and organisational abilities, communication skills, and a sense of humour. Salary £2,600 p.a. plus £312 + pay supplement. Application forms if required may be obtained from the Secretary, Kent Association of Residential Schools, Canterbury, Kent CT1 2LA. Closing date 1st November 1977.

Further details and application forms to be obtained from the Secretary, Kent Association of Residential Schools, Canterbury, Kent CT1 2LA. Closing date 1st November 1977.

LEEDS CITY COUNCIL DEPARTMENT OF YOUTH & COMMUNITY SERVICES

EDINBURGH YOUTH COUNCIL

BOLE PARK CIVIC CENTRE, DETACHED

Salary range £4 (J.N.C.)

Applications are invited from

men and women aged 21-30

with a minimum of 2 years' experience in youth work, including voluntary work, and a desire to work with young people.

Further details and application forms from Canon J. R. Lewis, 2, Springfield Road, Chelmsford, Essex CM1 4JZ.

COMMUNITY TUTOR

LEICESTERSHIRE THE WELLAND PARK

Volcanic Park Road, Melton Mowbray LE12 8JZ

COMMUNITY TUTOR

SCALO F.F. LECTURER 4

Applications are invited for

the development of Youth & Community Centres for 30-40 year old Evening Work.

Dutifully environment and many areas on renovation and

development, with full details

of the nature and address of

two referees. (S.A.L.)

Further details and application forms from the Headmaster, The Headmaster's Department, Previous Appointments Board, Melton Mowbray LE12 8JZ.

LONDON

INNER LONDON EDUCATION AUTHORITY AND THE TOWER HAMLETS

MANAGERSHIP TEAM

OVERSEAS TEACHING POSTS

TEACHERS OF ENGLISH (Venezuela)

British Council Institute, Maracibo and Ciudad Guayana
5 posts at each Institute, leasable Spring 1978 [Maracibo] and Summer 1978 [Ciudad Guayana].
Degree of teaching certificate with minimum RSA TEFL qualification or good TEFL experience. Postgraduate TEFL certification or 2 years' experience desirable.
Single teachers or married teaching couples without children preferred.
Salary: £3,732-£5,818 p.a.
Benefits: Overseas and accommodation allowances; medical scheme; employer's portion of superannuation contribution; 2 year contract, renewable.

77 PO 170-179

REGIONAL ENGLISH LANGUAGE TEACHING ADVISER (Yemen)

Ministry of Education, Telz Responsibility for developing and inspecting ELT throughout the region. Candidates, men only, must have a British educational background, a postgraduate TEFL qualification and 5 years' teaching experience including secondary level or below.
Salary: £5,192-£7,054 p.a. plus 10% Indemnity Allowance.
Benefits: Free furnished accommodation; overseas and children's allowances; medical benefit; employer's share of superannuation contribution; 2 year contract, renewable.

77 AE 18

LECTURER III ENGLISH (Poland)

Department of English, University of Gdańsk. Required for January 1978. Candidates, British nationals, should be graduates, MA in Theoretical or Applied Linguistics and 2 years' relevant experience also essential. Salary: £6,190-8,800 zloties per month (point on scale according to experience and qualifications) lessies. This salary is non-convertible. In addition, a sterling sterling of £933 p.a. will be paid to the Lecturer's UK bank account.

Details are available from the Chief Academic Officer, Department of English, University of Gdańsk, 80-308 Gdańsk, Poland.

Further information in application form.

Closing date: 30 November 1977.

Applications may be submitted to the University of Gdańsk, 80-308 Gdańsk, Poland.

Details are available from the Chief Academic Officer, Department of English, University of Gdańsk, 80-308 Gdańsk, Poland.

Further information in application form.

Closing date: 30 November 1977.

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